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ABSTRACT

This final report describes accomplishments and activities of the North Carolina Partnership Training System Distance Education Project, a 3-year federally supported project to establish a distance education personnel development program to prepare more qualified and certified teachers for students with behavioral and/or emotional handicaps (BEH), or learning disabilities (LD). Major programmatic features included: (1) collaborative training partnerships among six state universities and the State Department of Public Instruction; (2) development of six online courses leading to certification; (3) a student enrollment and assistance system; and (4) a performance-based approach to instruction. Approximately 169 to 225 participants became eligible for certification in LD and/or BEH. Appendices comprise most of the document and include: participant and expert course evaluations; a paper on student perceptions of distance learning; examples of forms, letters, and flyers used; summaries of advisory board meetings; examples of subcontracts; course syllabi; examples of online course projects; and course documents including lecture notes and online discussion forums. (DB)

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ED 466 057

Final Performance Report

Grant Award # H029G970092-99

The North Carolina Partnership Training System: Distance Education Project

The University of North Carolina at Chapel Hill

Submitted to:

Office of Special Education Programs
Office of Special Education Rehabilitation Services
U.S. Department of Education

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The Final Performance Report
For Grant Award # H029G970092-99

The North Carolina Partnership Training System: Distance Education Project

The University of North Carolina at Chapel Hill

A. INTRODUCTION AND OVERVIEW

This is the Final Performance Report for the North Carolina Partnership Training System Distance Education Project, a three year grant project which began on January 1, 1998 and, with a one year extension, ended on December 31, 2001. The project will be referred to in this report as "NC DEP (North Carolina Distance Education Partnership) or simply "the project."

The final performance report is organized into the following sections: (A) An introduction and overview of the project including the purpose, goals and a brief summary of the activities across the four years of the Project, (B) The extent to which the project goals and objectives were accomplished. This section will address each of the original proposed goals and objectives and provide a summary of the activities conducted to meet each goal and objective, and (C) A summary of the significant accomplishments and impact of the project will be presented. The appendices provide documents and information to supplement the report.

The mission of the project was to reduce the disparity between the need and the supply of qualified and certified teachers in North Carolina teaching students with behavioral and/o emotional handicaps and students with specific learning disabilities. The purpose of the project was to establish a distance education personnel development program to accomplish the following goals:

1. To develop a coordinated state-wide higher education certification program in SLD and BEH.
2. To prepare 190 new certified teachers in SLD and 90 new certified teachers in BEH by the third year of the grant.
3. To establish and field test a distance education training model that will be continued by the UNC System of Higher Education and the NC State Board of Education to continue to reduce the gap between the supply and demand for teachers of BEH and SLD students.

4. To increase the number of minority teachers certified in SLD and BEH and to improve services for minority students with SLD and BEH. (Note: The term Behavioral and Emotional Handicapped (BEH) has been changed to Behavioral and Emotional Disability. BED will be used in this report.)

The three major programmatic features of the NC DEP project are highlighted in the box below. An overview of the project organized by these features will follow.

NC DEP Major Programmatic Feature

A Collaborative CSPD Training Partnership- Six universities in the UNC university system and the CSPD program in the Exceptional Children Division of the North Carolina Department of Public Instruction established a partnership to provide a leadership advise and guidance for the project

A Series of On-Line Courses Leading to Certification – Six courses required for certification in the areas of BED and SLD were designed, developed and made available to the six participating teacher education programs.

A Student Enrollment and Assistance System - was developed and used to enroll students at the six individual campuses to share the series of on-line courses.

A Performance-Based Approach to Instruction – was developed and implemented using a portfolio of classroom projects to measure progress toward attaining classroom teaching competencies

The Collaborative CSPD Training Partnership

In North Carolina, as in most states, parallel and separate teacher certification programs in special education are operated across the state. These programs duplicate resources, compete for resources and students, and require significantly differently coursework and criteria for attaining a recommendation for licensure. The rationale for establishing the project was to improve the ease of access to courses, reduce the variation in program requirements and reduce resources needed to prepare teachers by leveraging resources across campuses.

To implement these strategies to accommodate the rationale for the project a collaborative partnership was established to organize, manage, and implement the. The partnership included the following agencies or programs.

The North Carolina Department of Public Instruction - is located in Raleigh, provides leadership to serve the educational needs of elementary, middle and secondary students across North Carolina. Within the Department, the Exceptional Children Division oversees the educational programs for students with disabilities in the State's public schools.

LearnNC Technology Network - is located at the University of North Carolina at Chapel Hill and was established by the State to provide web-based services to the Public Schools of North Carolina, the North Carolina Community College System, and the University of North Carolina system of colleges and universities. Learn NC provides web-based resources and services that are accessible by every school, community college and university in the state.

Elizabeth City State University - is a comprehensive university located in Elizabeth City in the rural Northeastern region of the state. ECSU has a student population of close to 2000 students with an undergraduate teacher education program in special education. ECSU is a historically Black institution of higher education and the enrollment is approximately 78% African-American.

North Carolina Central University – is located in Durham in the central region of the state. NCCU has a student enrollment of approximately 5000 students with undergraduate and graduate programs in special education. NCCU is a historically Black institution of higher education and the universities' enrollment is approximately 86% African-American.

The University of North Carolina at Chapel Hill – is one of the state's principal centers of graduate education and research. Located in Chapel Hill in the central region of the state, UNC-CH enrolls approximately 25,000 students. UNC-CH offers graduate programs in learning disabilities.

The University of North Carolina at Charlotte - is located in the southwestern region of the state and provides a broad array of teacher education programs in special education that serve the large metropolitan area of Charlotte. UNC-C enrolls approximately 17,000 Students.

The University of North Carolina at Greensboro - is a comprehensive university located in the central region of the state and offers several programs in special education.

UNC-G enrolls approximately 14,000 students and offers undergraduate and graduate programs in special education.

The University of North Carolina at Wilmington – is a comprehensive university located in the southeastern region of the state. UNC-W provides undergraduate and graduate programs in special education and serves approximately 10,000 students university-wide.

Western Carolina University - is located in Cullohee, in the mountains of Western North Carolina. WCU has a student enrollment of approximately 12,000 and provides undergraduate and graduate programs in special education.

The Collaborative Planning Consortium for Special Education (CPC) – is a standing committee of representative of all special education teacher education programs in North Carolina. The consortium is a function of the University of North Carolina System of Higher Education (UNC-GA) and reports to the President of the UNC university system.

The Collaborative Planning Consortium met twice a year during CPC meetings. A two to three hour portion of each meeting, was used to update CPC members on the implementation of the project and to provide input concerning the project implementation. In addition, a NC DEP steering committee was established to provide decision-making input on a number of topics including (a) establishing standards for on-line courses, (b) selecting course authors, review of course contents, (c) developing the on-line course schedules for each semester, (d) discussion of student enrollment procedures and (d) discussion of evaluation procedures.

It should be noted that a change in the partner membership was made during the first year of the project. The University of North Carolina at Charlotte decided not to participate in the project due to heavy workloads of their faculty. To keep the teacher education programs membership at the level proposed, North Carolina Central University was added to the partnership.

The project core staff included the principal investigator and project director, Dr. David Lillie; Dr. Ellen Bacon, Assistant Director for Communications and Development, Charlie Rowe, Technology Specialist and Joel Mauger, Clerical Assistance. The project offices were maintained in Peabody Hall at the University of North Carolina at Chapel Hill.

The Development and Implementation of On-Line Courses

The NC DEP project was a unique undertaking that established a precedent in collaboration across the teacher education programs within the university system. In special education, this project was the first to establish a collaborative partnership across campuses to share courses and leverage resources. Sharing the same on-line courses, the participating campuses recruited and enrolled their own students in each course using their established enrollment procedures. Tuition for the each course was charged by the hosting campus which also provided the instructor for the course.

Six on-line courses were developed by the project during the first year of the project to be used by the partnership campuses. Through the partnership planning process a series of courses were identified and offered by the project. These courses, with the exception of an internship course, were offered on-line to all participating campuses. Each campus provided their own internship course and followed their own campus requirements for recommending certification.

During the first six months of the project six courses were identified to be developed and the authors for those courses were selected based on their instructional expertise and interest in on-line course development. Course standards and guidelines were also developed and followed as faculty authors developed the courses.

Distance Education Partnership Courses and Authors

Courses Leading to Courses in Specific Learning Disabilities

• Introduction to Teaching SLD Students	David Lillie, UNC-CH
• Methods Teaching Students with SLD	Ada Vallecorsa, UNC-G
• Collaboration with Parents, Families and Teachers	David Lillie, UNC-CH

Courses Leading to Certification in Behavioral and Emotional Disorders

• Introduction to Teaching BED Students	Lisa Bloom, WCU
• Behavior and Classroom Management	Tom Oren, WCU
• Methods for Teaching BED Students	Lisa Bloom, WCU

The project's on-line courses were "housed" on a server computer maintained by the LearnNC program, one of the collaborative partners in the project. LearnNC was established by the North Carolina General Assembly to provide comprehensive internet services for the North Carolina university system, public schools and the community college system. For the first year and one-half of the project the LearnNC course authoring system was used as a platform for developing and delivering the on-line courses. In the second year of the project LearnNC decided to adopt a new authoring platform. At that time the NC DEP project decided to move to the use of the Blackboard authoring system and to gradually move the courses to the server and support system at the University of North Carolina at Chapel Hill.

The Enrollment and Assistance System

Each participating teacher education program enrolled students in the distance education courses on their campus through their established program and course enrollment procedures. Once the course enrollment was established at each campus the project provided each student with identification and password information to allow students access to the on-line course. Not all courses needed for certification for teaching students with learning disabilities and/or teaching students with behavioral and emotional disabilities were offered on-line. The teaching internship course required by all participating teacher education programs was not offered on-line although resources related to the teaching internship were made available on-line.

As indicated earlier, a system for providing access to the on-line courses for students across campuses was developed. Although students enrolled at each campus, they also had to be "enrolled" in an on-line course in order to access the course on the web. Guidelines for access to, and navigation around, the on-line courses were developed and made available to instructors and students. Using the enrollment list for a course from each participating campus, the project's technology specialist would enroll each student in their respective courses and create a student ID and password for each student. In addition the technology specialist was available to assist instructors and students at the various campuses with questions or problems related to accessing the courses and navigating around the course. Instructors were responsible for responding to student queries about course content.

The Measurement of Participants Performance and Competencies

From the outset of the project, a major concern with the use of on-line course work was the ability to develop and measure teaching competencies of students developed as a result of on-line instruction. Although many campus-based programs need to address this same concern, because of the nature of "distance" or on-line learning, the need to document the competencies the participants gained from the training was of great importance. To address this need the project implemented procedures to focus on the classroom performance of participants.

As a requirement for each course, participants conducted a series of field-based course projects in response to formal assignments. Each course project was designed to demonstrate skills and knowledge included in specific CEC professional teaching competencies in L D and BED as well as in the objectives of each course. Most of the NC DEP courses required participants to present their projects in a formal presentation to the instructor and the other course participants. This was accomplished by scheduling one or two class sessions on campus. Usually the sessions were held on a Saturday and were several hours in duration. Additional information about the nature of the course projects is provided later in this report

B. ACCOMPLISHMENT OF THE PROJECT'S GOALS AND OBJECTIVES

The purpose of this section of the report is to review the extent to which the projects four goals and the associated objectives for each goal were met. First, the project strategies and activities for each goal will be discussed followed by a review of accomplishments and outcomes for the goal and related objectives. Because of the overlapping nature of the Goals and Objective of the project, the discussions of the project activities, accomplishments and outcomes for each goal also overlap. Many of the activities and accomplishment apply to more than one of the goals.

Goal 1. To develop a coordinated state-wide higher education certification program in SLD and BEH.

Objective 1. Assure participation of interested stakeholders in the planning of the state-wide certification programs

Objective 2. Evaluate and review plans and submit for approval to partner agencies

Project Activities Related to Goal 1

Project Administration, Management and Coordination. During the first several months of the project, administration, management and coordination capabilities were developed. With a start of January 1, 1998, the first three months of the project were devoted to setting up offices, hiring staff, and meeting with the partnership members to develop specific implementation plans.

By June, 1998 the core project staff was established and included Dr. David Lillie, Principal Investigator and Project Director, Ellen Bacon, Co-Principal Investigator, and Charlie Rowe, Technology Coordinator. During the Summer of 1998, Joel Mauger was added to the project core staff in a 1/2 time clerical position with primary responsibility for information dissemination, student information, and stipend management. In August, 1998, Dr. Ellen Bacon resigned as Co-Principal Investigator to take a faculty position at North Carolina Central University, a member partner of the project. To leverage time and resources, Dr. Lillie assumed the responsibilities assigned to Dr. Bacon. In her new position at North Carolina Central Univesity, Dr. Bacon continued to be involved in the project as campus coordinator for the on-line services provided at North Carolina Central University.

To assist with the management and coordination of the on-line courses each of the collaborative partner campuses received a sub-contract from the project to support the NC DEP activities. The coordinators for each of the campuses are listed below. The campus coordinators remained the same for the duration of the grant project with the exception of North Carolina Central University.

Elizabeth City State University	John Dixon
North Carolina Central University	Ellen Bacon
University of North Carolina at Chapel Hill	David Lillie
University of North Carolina at Greensboro	Ada Vallecorsa
University of North Carolina at Wilmington	Eleanor Wright
Western Carolina University	Lisa Bloom

Advisory and Coordinators Meeting. To coordinate the project implementation, the campus coordinators also acted as the nucleus for advisory group for the project. The first meeting of the project Advisory/Coordinators Group was held in the Spring of 1998. There after, the group met twice a year. For most of the project period, the advisory group for the project included the campus coordinators listed above plus a representative from the North Carolina Department of Public Instruction, Fred Baars; a representative of the Learning Disabilities Association of North Carolina, Pat Lillie, and a representative of university administration, Lois Green, a Vice Chancellor at Elizabeth City State University. Dr Ada Vallecorsa also was a representative of School of Education Deans. In addition the members of the Collaborative Planning Consortium acted as ah hoc advisors to the project. During each of the CPC by-annual meetings, the project staff presented an update of the project's progress and solicited the CPC members input and guidance.

Cooperative Planning Consortium for Special Education (CPC). As indicated earlier, the General Administration of the University of North Carolina established the CPC consortium to advise the President of the UNC University System on training teachers in the area of Special Education. David Lillie, the NC DEP Principal Investigator, was also the Chair of the Cooperative Planning Consortium during two years of the project. The project used the CPC to facilitate expansion of the NC DEP project to additional campuses in North Carolina. As indicated above the progress of the NC DEP project was presented at each CPC meeting followed by discussion and input from the CPC membership to guide the project implementation.

Several of the advisory groups meetings were conducted via teleconferencing, employing a multiple site video and audio interaction. Participants in the meetings included the core staff project staff, David Lillie, Charlie Rowe and Joel Mauger, the campus coordinators, and the course facilitators from campuses where course facilitators were employed. The topics covered in the meetings included recruitment, course offerings, authoring, planning, course and project evaluation, navigation within the on-line courses, and informal discussions of the qualitative aspects of the project training efforts.

Meetings with North Carolina Department of Public Instruction Staff. The North Carolina Department of Public Instruction was a major partner in the NC DEP project. The Principal Investigator, David Lillie, met at least monthly with Fred Baars, the CSPD Coordinator for the NCDPI, to assure coordination and integration of the project into the statewide CSPD planning. The project was also involved substantially in the planning for the State Improvement Plan development. As a result of this collaboration, the NC DEP model for providing on-line courses has been become a major component of the North Carolina State Improvement Plan.

During the second year of the project, the NC DEP project assisted Elizabeth City State University in developing a grant request to the Office of Special Education Programs in the U. S. Department of Education. The proposal was designed to expand the number of campuses using the on-line course offerings in special education. The application was successful and resulted in the expansion of the overall partnership to include all of the historically Black universities in the University of North Carolina System -- Fayetteville

State University in Fayetteville, North Carolina A & T University in Greensboro, and Winston-Salem State University in Winston-Salem.

Accomplishment and Outcomes

The following accomplishment and outcomes were achieved in relation to goal 1:

- A Project administration, management, and coordination system was established to coordinate the project.
- A sequence of six courses in SLD and BED were designed, developed and implemented.
- The Advisory/Coordinator Group met at least twice each year to provide guidance and assistance with the implementation, planning and management of the project
- Joint planning with the North Carolina Department of Public Instruction led to the integration of the NC DEP project in to the North Carolina State Improvement Plan.
- The project assisted Elizabeth City State University with the development of a successful personnel preparation application to OSEPs. The subsequent implementation of that project has led to the expansion of on-line courses in special education to three additional campuses which primarily serve large minority populations of teachers and students.

In summary, Goal 1, "To develop a coordinated statewide higher education certification program in SLD and BEH" was met and the NC DEP system for offering on-line courses across campuses was included as a component of the State Improvement Project (SIG Grant).

Goal 2. To prepare 190 new certified teachers in SLD and 90 new certified teachers in BEH by the third year of the grant.

Objective 1. Recruit and enroll participants into the program

Objective 2. Provide distance learning courses at up to eight receiving sites, in addition to the originating sites, using a variety of technology applications.

Objective 3: Participants will demonstrate outcome knowledge and behaviors.

Project Activities Related to Goal 2

The project activities that have been undertaken in pursuit of Goal 2 are presented below.

Recruitment. The project implemented a variety of recruitment strategies which involved the participating campuses, the North Carolina Department of Public Instruction and local education agencies. These activities included:

1. A news release on the project which appeared in several newspapers across North Carolina.
2. A project information brochure which was developed and distributed to school systems across the state. A copy of the brochure was submitted with a previous project report.
3. In the summer of 1998, in cooperation with the North Carolina Department of Public Instruction, all teachers in the state who were teaching on a provisional and temporary license were sent an information letter. In addition, the Department of Public Instruction included information about the course offerings in information distributed from their department.
4. Each of six participating campus communicated directly with school districts in their region of the state, particularly schools who are part of their professional development school efforts.

Course Enrollments and Participation. Table 1 on the next two pages, presents the number of course enrollments by course and by university partner across each semester from the Fall of 1998 semester through Fall of 200 semester. As can seen in Table 1, the project has had a total of 674 student enrollments in the on-line courses sponsored by the project. By far the largest number of enrollments were in the LD Introduction course (223) with the smallest number of students in the BED Introduction course (38). Total enrollments in the four other courses were, LD Methods (159), Parent Collaboration (107), BED Introduction (38), BED Methods (52) and Behavior Management (95). Approximately 73% of the total enrollments were in the LD courses with the remaining 23% enrolled in the BED courses. All six of the partnership universities had participants enrolled in the project's on-line courses.

The highest number of participants were enrolled through UNC-Greensboro with 247 enrollments. The smallest numbers of participants were enrolled through North Carolina Central University (8) and Elizabeth City State University (9). One reason for these relatively low enrollments is that these two universities enrolled participants in the NC DEP project for only the first year and one-half of the project's operation. As discussed earlier the NC DEP project assisted Elizabeth City State University with the development of a "sister" OSEP funded personnel preparation grant.

Table 1

North Carolina Distance Education Partnership
Project Course Enrollments
Fall, 1998 - Fall, 2001

	ECSU	NCCU	UNC-CH	UNC-G	UNC-W	WCU	Totals
Fall, 98							
LD Intro	3		24	16	10	1	**54**
BED Intro			8	5		3	**16**
Spring, 99							
LD Intro	4		9	15	5		**33**
LD Methods	2		26	14	8		**50**
Parent Col.			9				**9**
BED Intro		5		6	5	1	**17**
Fall, 1999							
LD Intro			12	12	15		**39**
LD Methods				8			**8**
Parents Col.							**0**
BED Intro		3					**3**
BED Methods				7	4		**11**
Behavior Mgmt.							
Spring, 2000							
LD Intro							
LD Methods			14	13	13		**40**
Parents Col.			3				**3**
BED Intro					2		**2**
BED Methods							
Behavior Mgmt.							
Summer, 2000							
LD Intro							
LD Methods							
Parents Col.			19	13	10		**42**
BED Intro							
BED Methods			26				**26**
Behavior Mgmt.				7	15		**22**
Fall, 2000							
LD Intro			14	18	17		**49**
LD Methods				6			**6**
Parents Col.							**0**
BED Intro							**0**
BED Methods				7	4		**11**
Behavior Mgmt.							**0**

Table 1 – Continued

	ECSU	NCCU	UNC-CH	UNC-G	UNC-W	WCU	Totals
Spring, 2001							
LD Intro				17	2		**19**
LD Methods			14	15	12		**41**
Parent Col.			9				**9**
BED Intro							
BED Methods							
Behavior Mgmt.				14	9		**23**
Summer, 2001							
LD Intro							
LD Methods							
Parent Col.				28	16		**44**
BED Intro							
BED Methods							
Behavior Mgmt.			24			22	**46**
Totals	**9**	**8**	**216**	**247**	**163**	**31**	**674**

The ECSU project was funded during the second year of the NC DEP project. Although students participating in the on-line courses from these two campuses were enrolled in the same on-line courses established by the NC DEP project, their student stipends were provided through the ECSU project and were not included as NC DEP participants. Western Carolina University's low enrollments were due to their decision to participate only in the BED sequence. Students pursuing LD certification were enrolled in the WCU campus courses.

To analyze the enrollment data and the participants progress toward receiving certification, it is necessary to review the types of participants enrolled in the project's on-line courses. The NC DEP project attracted and enrolled participants with a variety of different coursework needs. These included (a) teachers teaching out-of-field who needed one or more courses before they could qualify for certification in LD or BED, (b) teachers certified in an other basic area, such as Elementary Education, with some or no courses in special education, and (c) teachers enrolled in campus certification programs opting to take on-line courses because of the asynchronus nature of the courses and the ease of access.

In addition to the various types of needs, participants also had different avenues for applying for certification once they completed the needed course work. Recommendations for certification can be made by the school district employing the participant, the teacher education program where the participant enrolled in courses, or through a review by the Department of Public Instruction. Each of these routes to certification accept a different number of courses for certification. As a result, it was difficult to track the number of participants in the program that applied for, and received, certification. Using a criteria of three courses needed for certification which was applied by the school districts when making a recommendation, approximately 225 participants were qualified for certification. Using the more stringent criteria of four courses plus an internship applied by most teacher education program, approximately 169 participants were eligible for certification by the end of the project. These estimates of the number of participants produced that were eligible for certification indicate that the project approached, but did reach, the goal established for the preparation of teachers eligible to be certified.

Participants Demonstration of Knowledge and Skills Competencies. Project Objective 2.3 was addressed with the development of a performance-based approach to instruction and teacher evaluation. Specific course projects and case studies were designed to focus on the development and measurement of CEC competencies. Each course in the certification sequence for LD and/or BED contains required projects that have been designed to provide a vehicle for participants to demonstrate the competencies associated with each of the CEC Professional Standards competencies in these two areas. In each of the special education certification standards the following CEC standards are addressed:

1. Foundations,
2. Development and Characteristics of Learners,
3. Individual Learning Differences,
4. Instructional Strategies,
5. Learning Environments,
6. Language,
7. Instructional Planning,
8. Assessment,
9. Professional and Ethical Practice, and
10. Collaboration

The projects and the correlated CEC standards are presented on the next page.

LD Portfolio Evaluation of Competencies

CEC LD Standards	Required Field-Based Portfolio Project
	SLD Introduction/Seminar
1, 2, 3, 8	• Ability to Determine Impact of a Specific Learning Disability on a Student's Classroom Performance
3, 4, 5, 8	• Ability to Evaluate a School's LD Program and Develop a Program Improvement Plan
	SLD Methods
2, 3, 4, 5, 7	• Ability to Develop an Accommodation/Modification Plan
2, 3, 4, 5, 6, 7	• Ability to Conduct an Informal Reading Inventory
2, 3, 4, 5, 6 7	• Ability to Conduct an Informal Assessment of Writing Skills
	Collaboration with Parents and Families
8, 9, 10	• Ability to Develop and Use a Parent Profile to Guide Parent Interactions and Communications
1, 2, 3, 5, 9, 10	• Demonstration of Knowledge about Laws, Rules, Regulations and Program Procedures through the Development of a Guidelines Manual for Involving Parents
3, 6, 7, 9, 10	• Ability to Effectively Use Communication Skills: Assessing and Improving Communication Skills

BED Portfolio Evaluation of Competencies

CEC BED Standards	Required Field-Based Portfolio Project
	Introduction to Teaching BED Students
1, 2, 3, 4, 5, 8, 9, 10	• Ability to Observe and Evaluate the Appropriateness of a School's BED Program
2, 3, 4, 5, 6, 7, 8	• Ability to Conduct a Functional Assessment of a BED Student
1, 2, 9, 10	• Demonstration of Knowledge About Resources Available to Support Teachers of Students with Behavioral and Emotional Disorders
	BED Methods
2, 5, 8	• Conducting a Life Space Interview
	Behavior Management
2, 3, 4, 5, 7, 8	Behavioral Management for Edward
2, 3, 4, 5, 7, 8	Behavioral Management for Lawence
2, 3, 4, 5, 7, 8	Behavioral Management for Kelly

The course projects can be found in the appendix of this report. The original project plan called for development of a portfolio containing all the course projects, across courses for each participant. The development of a comprehensive portfolio across all course projects was not accomplished due to several unforeseen barriers. First, the number of courses completed by one specfic participant varied depending the on the route to certification they were following. As indicated previously some participants needed only one or two courses to qualify for certification. Others needed at least four of the courses plus an internship taken through enrollment on their host campus. As a result, a participants portfolio contents varied depending on the courses they completed. Perhaps a greater barrier was the ability to track the evaluation of the course projects across all courses and projects for all students. The original plan was to use the grade reporting and analysis component of the Blackboard authoring system to track the project ratings for all participants projects as an indicator of the quality level of each course project in a participants "electronic portfolio." However, at the beginning of each semester the participants course project ratings were purged from the Blackboard system in preparation for the next group of participants taking each course. Hard copies of the course projects evaluation scores were not routinely saved for use for this purpose.

The experience gained and lessons learned in the planning, development and implementation of a portfolio evaluation system using course projects as participant products has contributed to the NC DEP project's role in assisting with the planning of the North Carolina State Improvement Plan and the restructuring of the special education licensing system. A portfolio evaluation plan and process has been included in the staff development and training procedures of the NC SIP project which addresses the barriers confronted by the project. In addition the restructured licensing system will implement a portfolio evaluation system as a gateway to recommendation for certification for special education teachers. The portfolio system will use many of the features developed in the NC DEP project and will also reflect the "lessons learned."

Accomplishments and Outcomes

The following accomplishments and outcomes have occurred in the pursuit of Goal 2 and the associated objectives:

- A collaborative recruitment and enrollment plan was developed and implemented resulting in an increase in the number of students (participants) enrolled in the on-line courses.

- Six distance education courses were designed, developed, provided to participants, and evaluated.
- There were 679 participant enrollments in the on-line courses during the project period. Depending on the route selected for certification approval approximately 169 to 225 participants were qualified for certification.
- A course project evaluation system was planned and implemented and has been incorporated in the North Carolina State Improvement Project strategies as well as in the restructured special education licensing system.

Goal 3. To establish and field-test a distance education training model that will be continued by the UNC System of Higher Education and the NC State Board of Education to continue to reduce the gap between the supply and demand for teachers of BEH and SLD students.

Objective 1. Develop distance education courses in conjunction with Office of Instructional Technology and the LEARN NC Network.

Objective 2. Conduct formative and summative evaluations of the program.

Project Activities Related to Goal 3

Goal 3 focused on the development of a model for the on-line delivery of courses and field-testing of the effectiveness of the model in terms of student progress and implementation and management of the on-line course system. The activities and accomplishments for this goal overlap with the activities and accomplishments presented as the other two previously presented.

Course Development and Authoring. The partnership established the following sequence of events as courses were planned, developed, written, delivered, managed, and evaluated.

1. A faculty member from one of the participating universities was selected by the partnership to be the "Development Instructor" (DI) for each course. Following the competencies and instructional objectives identified by the partnership, the responsibilities of the DI included (a) developing the course syllabus, (b) writing the course content which included a content outline and content text, (c) scripting and developing and/or selecting pictures, graphics,

video and/or sound instructional materials used as part of the course instructional text, (d) identification of internet URLs to be linked to the course content, (e) identification of articles, readings, and other instructional materials used to facilitate students' attainment of the competencies/instructional objectives, and (f) planning and writing classroom instructional performance portfolio projects used by all campuses offering the course, to include criteria for grading. All instructional materials written, developed, or identified were either created and written by the DI or, appropriate permissions (informed consent to use in the course) was obtained for materials not created and written by the DI.

2. During the first year of the implementation and use of on on-line courses an authoring system developed by staff members of LearnNC, a University of North Carolina at Chapel Hill program was used to facilitate the translation of the instructional content and materials to the World Wide Web. During the second year of the project a decision was made to change the authoring system the project was using to develop courses to another course authoring platform, the Blackboard Course Information Authoring System. The move to the use of Blackboard was stimulated by several factors. First, the LearnNC program was moving to another authoring platform which was much more difficult to use by faculty members. More importantly, the Blackboard authoring system has an excellent training and support system and is widely used in North Carolina and across the country. The Blackboard system is very comprehensive and includes a forum component to allow for student and faculty interaction and a grading system which assists instructors in calculating grades and presenting grades to participants.
3. The DIs were trained in the use of the authoring systems by the NC Distance Education Partnership staff. Once the DI was trained, with the assistance of the partnership staff, the DI developed the course on-line using the features of the authoring system. To illustrate the features of the Blackboard on-line courses, a print copy of one complete course is included in the appendix. Print copies of all courses were not included because of the length of the print copies of each course. As indicated earlier this process involved the use of word processing, development of graphic files, and in a few cases video and sound files.

4. Partnership universities offering the on-line course from their campuses identified the course instructor/facilitator for each of the on-line courses offered. The DI and staff from the partnership trained the facilitators from each participating campus before the beginning of the semester in which the course was to be offered. The extent to which the DI interacts with students enrolled through each campus, other than the DI's home campus, was negotiated between the DI and each campus offering the course.
5. The project hired a Technology Assistant, who, in addition to other support responsibilities, assisted with the task of placing the distance education courses on the internet. Charlie Rowe, the Technology Assistant had expertise and experience in posting on-line courses to the internet. During the first year and one-half of the project she assisted the LearnNC staff with the design of the web site and the presentation format for the on-line courses. After the switch to the Blackboard authoring system, the Technology Assistant for the project worked closely with the Blackboard coordinator on the campus of UNC-CH to assure the effective development of the on-line courses.

On-line Courses. Following the procedures listed above the six on-line courses were developed and made available for use by participants in the program. A description of the on-line courses was previously reported and will not be discussed again here. The courses were first offered through the LearnNC network of educational internet services which is a program within the University of North Carolina at Chapel Hill using the LearnNC course authoring system. As indicated earlier in the second year of the project it was decided to change to the Blackboard authoring system which provided a more comprehensive system of features including an electronic grading system.

Project Evaluation. Four evaluation procedures were used by the project: (1) end of course evaluations, (2) evaluation of the extent to which participants in courses are developing competencies, (3) a study of the participants' perceptions of the quality of the on-line courses, and (4) an expert evaluation of the technical qualities of the on-line courses. Each of these will be discussed below.

1. End-of-Course Evaluations. The NC DEP project developed an end-of-course rating scale to use at the end of each course to collect students' perceptions of the effectiveness of the on-line courses. The evaluation form developed parallels the UNC-CH School of Education evaluation form, slightly modified to reflect the nature of the web-based

course. Course evaluations were returned to the NC DEP offices for 75% of the courses offered by the NC DEP project. The completed forms can be found in the appendix. The questions in the form were grouped according to four categories: (1) Lecture Content/Quality, (2) Course Organization, (3) Evaluation and Grading, and (4) General/Overall Ratings. There was also a separate section for open-ended comments. Participants were asked to rate each of the following items using a Likert rating scale: 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree, and 4 = strongly agree. The results of the course evaluations across courses are presented below in Table 2.

Table 2
Participants Course Evaluations

	LD Intro.	LD Methods	Parents/ Collab.	BED Intro.	BED Methods	Behavior Managmt
F 98	3.8					
Sp 99	3.8	3.9				
SS 99						
F 99	3.6					
Sp 00		3.8		3.6		
SS 00			3.7	3.8		3.7
F 00	3.9	4.0		3.5		3.5
Sp 01	4.0	3.9		4.0	4.0	4.0
SS 01			3.6			
F 01						

As illustrated in Table 2, the mean scores on the Lecture Content/Quality section across the partner universities ranged from 3.3 to 4.0, with a 3.7 overall mean for that section. The Course Organization section had a mean range of 3.7 to 4.0, with an overall mean of 3.9. The mean range for the Evaluation and Grading section was 3.0 to 4.0, with an overall mean of 3.8. The General/Overall Ratings section had a mean range of 3.2 to 4.0, with an overall mean range of 3.8. Across all items/categories, and all partner universities, the mean rating for the course was 3.8, which constitutes a very high rating. Additionally, ratings across all partner universities appear to be relatively consistent for each course which suggests that the ratings were reliable.

Students' open-ended evaluation comments were helpful in modifying and improving the courses. Student course evaluations from Fall 1998 resulted in improvements in the use of the forum component of the on-line courses, and the inclusion of face-to-face meetings for participants to share ideas and projects with one another during the semester..

2. Participants' Demonstration of Knowledge and Skills Competencies. As presented in the discussion in the previous section of this report a competency evaluation system was developed employing the use of field-based course project designed to measure the CEC professional teaching standards in the areas of Learning Disabilities and Behavioral and Emotional Disorders. This activity has been presented earlier in the report.
3. Expert Evaluation of the Technical Qualities of the On-line Courses. An expert review of the on-line courses was conducted by Mr. Gerry Morgan, Chief Information Architect for Education On-Line Incorporated, an international corporation which develops on-line courses for education and industry. The evaluation was designed to identify the strengths and needs of the courses with recommendations for improvement of the courses in meeting course objectives and in improving the positive impact on knowledge and skills of students. Three of the on-line courses were reviewed by Mr. Morgan. His evaluation responded to the following evaluation questions:
   (a) Is there consistency between goals of course, content and evaluation?
   (b) Does the course layout and navigation procedures facilitate ease of use?
   (c) Is there appropriate use of text, graphics, links and multimedia?
   (d) To what extent are instructional interactions used to support learning?
   (e) Is there appropriate use of electronic communication components?
   (f) Are student responsibilities and tasks included clearly identified?

Mr. Morgan's report can be found in the appendix. To summarize here, strengths found in the on-line courses included clarity of architectural design, clarity of message, clarity of expectations and responsibilities for participants, and the structure of the forum features.

Mr. Morgan's recommendations included improvement in the quality of the media using techniques such as the use of audio, the use of flash media, and the use of on-line forms linked to a data base. He also recommended that the mechanisms and tools used in the on-line courses be upgraded, including the course navigation systems. It was also recommended that the structure of the courses be given a 'community feel' rather than a course delivery system approach. "This would include various 'rooms' with different look-feel and tone, providing students with additional resources that encourage participation outside the normal structure."

Accomplishments and Outcomes

In the pursuit of Goal 3, the project's accomplishments and outcomes are listed below.

- Six on-line courses were designed and developed using the LearnNC and the Blackboard authoring systems and the University of North Carolina at Chapel Hill internet server system.
- An end-of-course evaluation system was developed and implemented and the evaluation results were reported. Participants' satisfaction ratings with the quality of the on-line courses were quite high with a overall mean rating of 3.8 out of a possible 4 points.
- Procedures for demonstrating and evaluating the participants' competencies, as related to the course objectives and the CEC competencies, were developed and reported. Participants' competencies performance levels were evaluated and these evaluations were used in compiling final grades.
- A qualitative evaluation of the on-line courses was conducted by an on-line course development expert and specific recommendations were developed for improving the quality of the on-line courses.

Goal 4. To increase the number of minority teachers certified in SLD and BEH and to improve services for minority students with SLD and BEH.

Objective 1. Recruit minority teachers to enroll in the program.

Objective 2. Improve services for minority students with SLD and BEH.

Project Activities Related to Goal 4.

Since the initial project coordination activities reported on last year, there have been several activities devoted to accomplishing Goal 4 and the associated objectives.

Minority Students Enrolled in the Program. A major goal of the project was to increase the numbers of minority participants recruited, trained, and certified to teach in the special education areas of LD and BED. To measure the extent of minority participant enrollments in the projects on-line courses ethnic data, which is not routinely collected, was collected during the first two semesters of courses offerings. These figures indicate that approximately 13.4 % of the participants during these two semesters represented an ethnic minority background.

Table 3
Course Enrollment by
Gender and Ethnic Background
of Students Enrolled in NC DEP Courses

	Af Amer	Hispanic	Asian	White	Female	Male
Fall, 98	7	1	0	65	66	7
Spring, 99	14	1	1	90	95	11
Total	21	2	1	155	161	18

To improve on the inclusion of minority students in the on-line coursework the project developed a plan to increase the number of historically Black universities participating in the on-line courses. In collaboration with Elizabeth City State University, one of the NC DEP collaborative partners, the project assisted in the development of an OSEP grant application duplicating the model of planning, developing and implementation of on-line courses. The new "sister" project was planned to bring three additional historically Black university teacher training programs into the expanded partnership, Fayetteville State University, North Carolina A & T University, and Winston-Salem State University. The project was approved and students funded by the new project were enrolled in the NC DEP on-line courses Once the new project was initiated, participants from ECSU and North Carolina Central University received their training stipends through the ECSU project. Since the fall of 2000 the two on-line course projects worked collaboratively in providing course work for participants from both project's. Participants from both projects were enrolled in NC DEP on-line courses. It is assumed, but not documented, that these efforts have increased the percentage of minority students enrolled in the project's on-line courses.

Accomplishments and Outcomes

- Approximately 13.4 % of the participants enrolled in the distance education courses offered by the project during the first full academic year were representatives of minority populations.

- An application to restructure and expand the Distance Education Partnership to include three new historically Black universities within the University of North Carolina System of Higher was developed and submitted to OSEPs. The application, developed in collaboration with the NC DEP project was submitted through Elizabeth City State University. The new project expanded the enrollments in the on-line courses program to include three additional historically Black universities in the on-line courses.

C. Summary of Major Accomplishments and Impact of the Project

The NC DEP project was responsible for several major accomplishments which have had an impact, and will continue to have an impact on the capability of North Carolina to increase the production of qualified teachers and to reduce the number of unqualified teachers teaching students identified as LD and BED. These accomplishments are listed below:

1. The establishment of a collaborative partnership involving the CPC, the North Carolina State Department of Public Instruction, and the University of North Carolina system has led to cooperation across the teacher education programs in the state leading to leveraging scarce faculty resources and collaboration in offering on-line courses in special education. This effort has improved access to course work without duplicating courses across campuses.
2. The NC DEP project has provided a model on-line system of courses that has been integrated into the North Carolina State Improvement Project (SIG) and will be used as a major strategy to increase the number of qualified teachers teaching students with disabilities in the state's public schools.
3. Approximately 169 to 225 participants in the project gained eligibility for certification in the areas of LD and/or BED.
4. The development and field testing of a portfolio evaluation system was initiated featuring the use of course projects with requirements that reflect the CEC professional teaching standards in LD and in BED. The procedures developed and the lessons learned are being incorporated into the planning for a restructured teacher licensing system that will feature a portfolio evaluation system as a gateway to license approval for all teachers in special education.

APPENDIX A

PARTICIPANTS COURSE EVALUATIONS

EXPERT QUALITATIVE EVALUATION OF ONLINE COURSES

STUDY OF PARTICIPANTS PERCEPTIONS OF THE QUALITY OF ONLINE COURSES

NC Distance Education Partnership in Special Education
Participants' Course Evaluations
Introduction to/Seminar in LD, FALL 1998

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree)

Question	ECSU	UNCG	UNCCH	UNCW	**Overall**
Lecture Content / Quality					
1 Got participants interested in the content of the course	3.5	3.7	3.7	3.6	**3.6**
2 Was learner-oriented and helpful	3.5	3.8	3.4	3.8	**3.6**
3 Welcomed participants' participation, questions, and comments	4.0	3.7	3.5	4.0	**3.8**
4 Lectures made good use of examples and illustrations	4.0	3.9	3.7	3.6	**3.8**
5 Participants had opportunities for feedback if content not understood	4.0	3.6	3.3	3.6	**3.6**
6 Answered participants'q uestions clearly and concisely	3.5	3.4	3.6	3.6	**3.5**
7 Clearly presented abstract ideas and theories	4.0	3.4	3.6	3.6	**3.7**
8 Content was well-organized and prepared	4.0	3.4	3.1	3.8	**3.6**
9 All participants were treated equally	4.0	3.8	3.8	3.9	**3.9**
					mean=3.7
Course Organization					
10 The course objectives were clearly defined	4.0	3.9	3.8	3.8	**3.9**
11 The syllabus and course outline contained all necessary information	4.0	3.5	3.7	3.9	**3.8**
12 The content clearly reflected the course objectives	4.0	3.6	3.8	3.9	**3.8**
13 The course was intellectually challenging	4.0	3.8	3.6	3.8	**3.8**
14 The course was worthwhile with respect to my career goals	4.0	4.0	3.8	4.0	**4.0**
15 Issues of diversity were covered in the course	4.0	3.8	3.6	3.8	**3.8**
					mean=3.9
Evaluation and Grading					
16 Tests were related to overall course objectives	4.0	3.4	3.7	3.9	**3.8**
17 Tests/evaluation methods reflected important materials	4.0	3.6	3.7	3.8	**3.8**
18 Tests were appropriate in length for the time available	4.0	3.6	3.6	3.9	**3.8**
19 Tests gave participants an opportunity to show their knowledge	4.0	3.9	3.7	3.5	**3.8**
20 Test questions were clearly worded	3.5	3.2	3.5	3.5	**3.4**
21 The tests required more thought than memorization	4.0	3.6	3.8	3.8	**3.8**
					mean=3.7
General / Overall Ratings					
22 I have gained very useful knowledge from this course	4.0	3.9	3.7	3.9	**3.9**
23 This course is as beneficial as on-campus courses	4.0	3.8	3.3	3.6	**3.7**
24 This course has helped me improve my effectiveness as a teacher	4.0	3.8	3.7	3.8	**3.8**
					mean=3.8
					Mean=3.8

NC Distance Education Partnership in Special Education

Participants' Course Evaluations

Introduction to/Seminar in LD, Spring 1999

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree)

Question	UNCG	UNCCH	UNCW	**Overall**
Lecture Content / Quality				
1 Got participants interested in the content of the course	4.0	3.7	3.3	**3.7**
2 Was learner-oriented and helpful	3.7	4.0	3.3	**3.7**
3 Welcomed participants' participation, questions, and comments	3.6	3.4	4.0	**3.7**
4 Lectures made good use of examples and illustrations	3.9	3.4	3.3	**3.6**
5 Participants had opportunities for feedback if content not understood	2.4	3.0	2.7	**2.7**
6 Answered participants'q uestions clearly and concisely	3.5	2.7	3.7	**3.3**
7 Clearly presented abstract ideas and theories	3.7	3.7	3.3	**3.6**
8 Content was well-organized and prepared	3.8	4.0	3.3	**3.7**
9 All participants were treated equally	4.0	3.7	3.7	**3.8**
				mean=3.6
Course Organization				
10 The course objectives were clearly defined	3.9	4.0	4.0	**4.0**
11 The syllabus and course outline contained all necessary information	3.5	3.7	4.0	**3.8**
12 The content clearly reflected the course objectives	3.9	4.0	3.7	**3.9**
13 The course was intellectually challenging	4.0	4.0	3.7	**3.9**
14 The course was worthwhile with respect to my career goals	4.0	4.0	4.0	**4.0**
15 Issues of diversity were covered in the course	3.8	4.0	3.7	**3.9**
				mean=3.9
Evaluation and Grading				
16 Tests were related to overall course objectives	3.8	4.0	3.3	**3.7**
17 Tests/evaluation methods reflected important materials	4.0	4.0	3.3	**3.8**
18 Tests were appropriate in length for the time available	3.5	4.0	3.3	**3.6**
19 Tests gave participants an opportunity to show their knowledge	3.9	3.7	3.3	**3.7**
20 Test questions were clearly worded	3.6	1.7	2.7	**2.7**
21 The tests required more thought than memorization	3.8	3.4	3.3	**3.5**
				mean=3.5
General / Overall Ratings				
22 I have gained very useful knowledge from this course	3.8	4.0	3.7	**3.9**
23 This course is as beneficial as on-campus courses	3.9	3.7	nr	**3/8**
24 This course has helped me improve my effectiveness as a teacher	3.9	4.0	4.0	**4.0**
				mean=3.9
				Mean=3.8

NC Distance Education Partnership in Special Education
Participants' Course Evaluations
LD Intro, Fall1999
Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree), nr=no response

Question	UNC-CH	UNCG	UNCW	**Overall**
Lecture Content / Quality				
1 Got participants interested in the content of the course	3.4	3.3	3.4	**3.4**
2 Was learner-oriented and helpful	3.4	3.6	3.4	**3.5**
3 Welcomed participants' participation, questions, and comments	3.8	3.6	3.7	**3.7**
4 Lectures made good use of examples and illustrations	3.8	3.3	3.4	**3.5**
5 Participants had opportunities for feedback if content not understood	3.4	3.3	3.5	**3.4**
6 Answered participants'q uestions clearly and concisely	3.8	2.6	3.8	**3.4**
7 Clearly presented abstract ideas and theories	3.8	3.4	3.3	**3.5**
8 Content was well-organized and prepared	3.6	3.9	3.3	**3.6**
9 All participants were treated equally	4.0	3.9	3.5	**3.8**
				mean=3.5
Course Organization				
10 The course objectives were clearly defined	3.8	3.9	3.4	**3.7**
11 The syllabus and course outline contained all necessary information	3.6	3.8	3.4	**3.6**
12 The content clearly reflected the course objectives	3.8	3.8	3.7	**3.8**
13 The course was intellectually challenging	3.6	3.8	3.7	**3.7**
14 The course was worthwhile with respect to my career goals	3.8	3.7	3.9	**3.8**
15 Issues of diversity were covered in the course	3.2	3.3	3.7	**3.4**
				mean=3.7
Evaluation and Grading				
16 Tests were related to overall course objectives	3.8	3.6	3.4	**3.6**
17 Tests/evaluation methods reflected important materials	3.8	3.7	3.7	**3.7**
18 Tests were appropriate in length for the time available	3.8	3.6	3.5	**3.6**
19 Tests gave participants an opportunity to show their knowledge	3.4	3.5	3.5	**3.5**
20 Test questions were clearly worded	3.2	3.2	3.4	**3.3**
21 The tests required more thought than memorization	3.8	3.7	3.9	**3.8**
				mean=3.6
General / Overall Ratings				
22 I have gained very useful knowledge from this course	3.8	3.6	3.4	**3.6**
23 This course is as beneficial as on-campus courses	3.4	3.6	3.8	**3.6**
24 This course has helped me improve my effectiveness as a teacher	3.6	3.8	3.7	**3.7**
				mean=3.6
				Mean=3.6

NC Distance Education Partnership in Special Education

Participants' Course Evaluations

LD Intro, Fall 2000

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree), nr=no response

Question	FSU	UNCG	**Overall**
Lecture Content/Quality			
1 Got participants interested in the content of the course	4.0	3.6	**3.8**
2 Was learner-oriented and helpful	4.0	3.7	**3.9**
3 Welcomed participants' participation, questions, and comments	4.0	3.9	**4.0**
4 Lectures made good use of examples and illustrations	4.0	3.8	**3.8**
5 Participants had opportunities for feedback if content not understood	3.5	3.8	**3.7**
6 Answered participants'q uestions clearly and concisely	3.5	4.0	**3.8**
7 Clearly presented abstract ideas and theories	4.0	3.6	**3.8**
8 Content was well-organized and prepared	4.0	3.6	**3.8**
9 All participants were treated equally	4.0	4.0	**4.0**
			mean=3.8
Course Organization			
10 The course objectives were clearly defined	4.0	4.0	**4.0**
11 The syllabus and course outline contained all necessary information	3.5	3.9	**3.7**
12 The content clearly reflected the course objectives	4.0	3.9	**4.0**
13 The course was intellectually challenging	4.0	3.8	**3.9**
14 The course was worthwhile with respect to my career goals	4.0	3.9	**4.0**
15 Issues of diversity were covered in the course	4.0	3.9	**4.0**
			mean=3.9
Evaluation and Grading			
16 Tests were related to overall course objectives	4.0	3.9	**4.0**
17 Tests/evaluation methods reflected important materials	4.0	3.9	**4.0**
18 Tests were appropriate in length for the time available	4.0	3.9	**4.0**
19 Tests gave participants an opportunity to show their knowledge	4.0	3.9	**4.0**
20 Test questions were clearly worded	4.0	3.9	**4.0**
21 The tests required more thought than memorization	4.0	3.9	**4.0**
			mean=4.0
General/Overall Ratings			
22 I have gained very useful knowledge from this course	4.0	3.8	**3.9**
23 This course is as beneficial as on-campus courses	4.0	3.7	**3.9**
24 This course has helped me improve my effectiveness as a teacher	4.0	3.8	**3.9**
			mean=3.9
			Mean=3.9

NC Distance Education Partnership in Special Education
Participants' Course Evaluations
LD Intro, Spring 01

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree), nr=no response

Question	FSU	UNCG	**Overall**
Lecture Content/Quality			
1 Got participants interested in the content of the course	4.0	3.6	**3.8**
2 Was learner-oriented and helpful	3.9	3.7	**3.8**
3 Welcomed participants' participation, questions, and comments	4.0	3.9	**4.0**
4 Lectures made good use of examples and illustrations	4.0	3.9	**4.0**
5 Participants had opportunities for feedback if content not understood	4.0	3.9	**4.0**
6 Answered participants'q uestions clearly and concisely	4.0	3.9	**4.0**
7 Clearly presented abstract ideas and theories	4.0	3.6	**4.0**
8 Content was well-organized and prepared	4.0	3.9	**4.0**
9 All participants were treated equally	4.0	3.9	**4.0**
			mean=4.0
Course Organization			
10 The course objectives were clearly defined	4.0	3.9	**4.0**
11 The syllabus and course outline contained all necessary information	4.0	3.8	**3.9**
12 The content clearly reflected the course objectives	4.0	3.9	**4.0**
13 The course was intellectually challenging	4.0	3.9	**4.0**
14 The course was worthwhile with respect to my career goals	4.0	3.9	**4.0**
15 Issues of diversity were covered in the course	4.0	3.8	**3.9**
			mean=4.0
Evaluation and Grading			
16 Tests were related to overall course objectives	4.0	3.9	**4.0**
17 Tests/evaluation methods reflected important materials	4.0	3.9	**4.0**
18 Tests were appropriate in length for the time available	3.9	3.9	**3.9**
19 Tests gave participants an opportunity to show their knowledge	4.0	3.9	**4.0**
20 Test questions were clearly worded	4.0	3.7	**3.9**
21 The tests required more thought than memorization	4.0	4.0	**4.0**
			mean=4.0
General/Overall Ratings			
22 I have gained very useful knowledge from this course	4.0	3.8	**3.9**
23 This course is as beneficial as on-campus courses	3.9	3.6	**3.8**
24 This course has helped me improve my effectiveness as a teacher	3.9	3.7	**3.8**
			mean=3.8
			Mean=4.0

NC Distance Education Partnership in Special Education

Participants' Course Evaluations

LD Methods, Spring 1999

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree)

Question	UNCG	UNCCH	UNCW	**Overall**
Lecture Content / Quality				
1 Got participants interested in the content of the course	4.0	3.3	3.9	**3.8**
2 Was learner-oriented and helpful	4.0	3.4	3.7	**3.7**
3 Welcomed participants' participation, questions, and comments	4.0	3.2	3.7	**3.7**
4 Lectures made good use of examples and illustrations	4.0	3.5	3.6	**3.7**
5 Participants had opportunities for feedback if content not understood	4.0	2.9	3.1	**3.4**
6 Answered participants'q uestions clearly and concisely	4.0	3.1	3.7	**3.6**
7 Clearly presented abstract ideas and theories	4.0	3.5	3.9	**3.8**
8 Content was well-organized and prepared	4.0	3.6	3.9	**3.9**
9 All participants were treated equally	4.0	3.5	3.0	**3.5**
				mean=3.7
Course Organization				
10 The course objectives were clearly defined	4.0	3.8	3.9	**3.9**
11 The syllabus and course outline contained all necessary information	4.0	3.7	3.9	**3.9**
12 The content clearly reflected the course objectives	4.0	3.7	3.9	**3.9**
13 The course was intellectually challenging	4.0	3.7	3.9	**3.9**
14 The course was worthwhile with respect to my career goals	4.0	3.8	4.0	**4.0 (3.933)**
15 Issues of diversity were covered in the course	3.9	3.8	3.2	**3.7**
				mean=3.9
Evaluation and Grading				
16 Tests were related to overall course objectives	3.9	3.7	3.9	**3.9 (3.833)**
17 Tests/evaluation methods reflected important materials	3.9	3.4	3.9	**3.8**
18 Tests were appropriate in length for the time available	3.9	2.9	3.9	**3.6**
19 Tests gave participants an opportunity to show their knowledge	3.9	3.5	3.6	**3.7**
20 Test questions were clearly worded	4.0	3.5	3.6	**3.7**
21 The tests required more thought than memorization	4.0	3.6	3.9	**3.9**
				mean=3.8
General / Overall Ratings				
22 I have gained very useful knowledge from this course	4.0	3.6	3.9	**3.9**
23 This course is as beneficial as on-campus courses	3.9	3.3	3.9	**3.7**
24 This course has helped me improve my effectiveness as a teacher	4.0	3.7	3.9	**3.9**
				mean=3.9 (3.833) **Mean=3.9**

NC Distance Education Partnership in Special Education
Participants' Course Evaluations
LD Methods, Spring 00

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree), nr=no response

Question	UNC-CH	UNCG	UNCW	**Overall**
Lecture Content/Quality				
1 Got participants interested in the content of the course	3.4	3.4	4.0	3.6
2 Was learner-oriented and helpful	3.5	3.7	4.0	3.7
3 Welcomed participants' participation, questions, and comments	3.6	3.7	4.0	3.8
4 Lectures made good use of examples and illustrations	3.9	3.5	4.0	3.8
5 Participants had opportunities for feedback if content not understood	3.6	3.6	4.0	3.7
6 Answered participants'q uestions clearly and concisely	3.8	3.8	4.0	3.9
7 Clearly presented abstract ideas and theories	3.6	3.4	4.0	3.7
8 Content was well-organized and prepared	3.8	3.8	4.0	3.9
9 All participants were treated equally	3.9	4.0	4.0	4.0
				mean=3.8
Course Organization				
10 The course objectives were clearly defined	3.9	4.0	4.0	4.0
11 The syllabus and course outline contained all necessary information	3.8	4.0	4.0	3.9
12 The content clearly reflected the course objectives	3.8	4.0	4.0	3.9
13 The course was intellectually challenging	3.6	3.0	4.0	3.5
14 The course was worthwhile with respect to my career goals	3.8	4.0	4.0	3.9
15 Issues of diversity were covered in the course	3.5	3.6	4.0	3.7
				mean=3.8
Evaluation and Grading				
16 Tests were related to overall course objectives	3.8	3.8	4.0	3.9
17 Tests/evaluation methods reflected important materials	3.8	3.7	4.0	3.8
18 Tests were appropriate in length for the time available	3.8	3.9	4.0	3.9
19 Tests gave participants an opportunity to show their knowledge	3.8	3.6	4.0	3.8
20 Test questions were clearly worded	3.8	3.7	4.0	3.8
21 The tests required more thought than memorization	4.0	3.6	4.0	3.9
				mean=3.9
General/Overall Ratings				
22 I have gained very useful knowledge from this course	3.8	3.8	4.0	3.9
23 This course is as beneficial as on-campus courses	3.5	3.3	3.0	3.3
24 This course has helped me improve my effectiveness as a teacher	3.6	3.8	3.0	3.5
				mean=3.6
				Mean=3.8

NC Distance Education Partnership in Special Education
Participants' Course Evaluations
LD Methods, Fall 2000

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree), nr=no response

Question	UNCG	**Overall**
Lecture Content/Quality		
1 Got participants interested in the content of the course	4.0	
2 Was learner-oriented and helpful	4.0	
3 Welcomed participants' participation, questions, and comments	4.0	
4 Lectures made good use of examples and illustrations	4.0	
5 Participants had opportunities for feedback if content not understood	4.0	
6 Answered participants'q uestions clearly and concisely	4.0	
7 Clearly presented abstract ideas and theories	4.0	
8 Content was well-organized and prepared	4.0	
9 All participants were treated equally	4.0	
		mean=4.0
Course Organization		
10 The course objectives were clearly defined	4.0	
11 The syllabus and course outline contained all necessary information	4.0	
12 The content clearly reflected the course objectives	4.0	
13 The course was intellectually challenging	4.0	
14 The course was worthwhile with respect to my career goals	4.0	
15 Issues of diversity were covered in the course	3.5	
		mean=3.9
Evaluation and Grading		
16 Tests were related to overall course objectives	4.0	
17 Tests/evaluation methods reflected important materials	4.0	
18 Tests were appropriate in length for the time available	4.0	
19 Tests gave participants an opportunity to show their knowledge	4.0	
20 Test questions were clearly worded	4.0	
21 The tests required more thought than memorization	4.0	
		mean=4.0
General/Overall Ratings		
22 I have gained very useful knowledge from this course	4.0	
23 This course is as beneficial as on-campus courses	4.0	
24 This course has helped me improve my effectiveness as a teacher	4.0	
		mean=4.0
		Mean=4.0

NC Distance Education Partnership in Special Education
Participants' Course Evaluations
LD Methods, Spring 01

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree), nr=no response

Question	UNCG	UNCW	**Overall**
Lecture Content/Quality			
1 Got participants interested in the content of the course	3.8	3.7	**3.8**
2 Was learner-oriented and helpful	4.0	4.0	**4.0**
3 Welcomed participants' participation, questions, and comments	4.0	3.6	**3.8**
4 Lectures made good use of examples and illustrations	4.0	4.0	**4.0**
5 Participants had opportunities for feedback if content not understood	3.8	3.7	**3.8**
6 Answered participants'q uestions clearly and concisely	4.0	3.6	**3.8**
7 Clearly presented abstract ideas and theories	4.0	3.8	**3.9**
8 Content was well-organized and prepared	4.0	3.7	**3.9**
9 All participants were treated equally	4.0	4.0	**4.0**
			mean=3.9
Course Organization			
10 The course objectives were clearly defined	4.0	3.8	**3.9**
11 The syllabus and course outline contained all necessary information	4.0	4.0	**4.0**
12 The content clearly reflected the course objectives	4.0	3.9	**4.0**
13 The course was intellectually challenging	4.0	3.7	**3.9**
14 The course was worthwhile with respect to my career goals	4.0	3.9	**4.0**
15 Issues of diversity were covered in the course	4.0	3.7	**3.9**
			mean=4.0
Evaluation and Grading			
16 Tests were related to overall course objectives	4.0	4.0	**4.0**
17 Tests/evaluation methods reflected important materials	4.0	4.0	**4.0**
18 Tests were appropriate in length for the time available	4.0	3.8	**3.9**
19 Tests gave participants an opportunity to show their knowledge	4.0	3.8	**3.9**
20 Test questions were clearly worded	4.0	3.8	**3.9**
21 The tests required more thought than memorization	4.0	3.9	**4.0**
			mean=4.0
General/Overall Ratings			
22 I have gained very useful knowledge from this course	4.0	3.7	**3.9**
23 This course is as beneficial as on-campus courses	4.0	3.1	**3.6**
24 This course has helped me improve my effectiveness as a teacher	4.0	3.8	**3.9**
			mean=3.8
			Mean=3.9

NC Distance Education Partnership in Special Education

Participants' Course Evaluations

Collaborating with Parents and Families of LD Students, Summer 00

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree), nr=no response

Question	UNC-CH	UNCG	UNCW	**Overall**
Lecture Content/Quality				
1 Got participants interested in the content of the course	3.3	3.5	3.5	**3.4**
2 Was learner-oriented and helpful	3.4	3.5	4.0	**3.6**
3 Welcomed participants' participation, questions, and comments	3.8	3.3	3.8	**3.6**
4 Lectures made good use of examples and illustrations	3.3	3.3	3.8	**3.5**
5 Participants had opportunities for feedback if content not understood	3.5	3.3	3.3	**3.4**
6 Answered participants'q uestions clearly and concisely	3.8	3.0	3.8	**3.5**
7 Clearly presented abstract ideas and theories	3.5	3.3	3.0	**3.3**
8 Content was well-organized and prepared	3.7	3.5	3.5	**3.6**
9 All participants were treated equally	3.9	4.0	3.8	**3.9**
				mean=3.5
Course Organization				
10 The course objectives were clearly defined	3.9	3.8	4.0	**3.9**
11 The syllabus and course outline contained all necessary information	3.5	3.8	3.5	**3.6**
12 The content clearly reflected the course objectives	3.9	4.0	3.5	**3.8**
13 The course was intellectually challenging	3.5	3.5	3.8	**3.6**
14 The course was worthwhile with respect to my career goals	3.7	3.8	3.8	**3.8**
15 Issues of diversity were covered in the course	3.9	3.8	4.0	**3.9**
				mean=3.8
Evaluation and Grading				
16 Tests were related to overall course objectives	3.6	3.5	4.0	**3.7**
17 Tests/evaluation methods reflected important materials	3.8	3.5	3.8	**3.7**
18 Tests were appropriate in length for the time available	3.9	4.0	4.0	**4.0**
19 Tests gave participants an opportunity to show their knowledge	4.0	3.8	4.0	**3.9**
20 Test questions were clearly worded	4.0	4.0	3.5	**3.8**
21 The tests required more thought than memorization	4.0	4.0	4.0	**4.0**
				mean=3.9
General/Overall Ratings				
22 I have gained very useful knowledge from this course	3.6	3.5	3.8	**3.6**
23 This course is as beneficial as on-campus courses	4.0	3.8	3.8	**3.9**
24 This course has helped me improve my effectiveness as a teacher	3.6	3.5	3.8	**3.6**
				mean=3.7
				Mean=3.7

NC Distance Education Partnership in Special Education

Participants' Course Evaluations

Colloborating with Parents/Families of LD Students, Spring 01

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree), nr=no response

Question	UNC-CH	**Overall**
Lecture Content/Quality		
1 Got participants interested in the content of the course	3.0	
2 Was learner-oriented and helpful	3.5	
3 Welcomed participants' participation, questions, and comments	3.5	
4 Lectures made good use of examples and illustrations	3.0	
5 Participants had opportunities for feedback if content not understood	3.5	
6 Answered participants'q uestions clearly and concisely	3.5	
7 Clearly presented abstract ideas and theories	3.5	
8 Content was well-organized and prepared	3.0	
9 All participants were treated equally	4.0	
		mean=3.4
Course Organization		
10 The course objectives were clearly defined	4.0	
11 The syllabus and course outline contained all necessary information	4.0	
12 The content clearly reflected the course objectives	4.0	
13 The course was intellectually challenging	3.5	
14 The course was worthwhile with respect to my career goals	4.0	
15 Issues of diversity were covered in the course	4.0	
		mean=3.9
Evaluation and Grading		
16 Tests were related to overall course objectives	3.5	
17 Tests/evaluation methods reflected important materials	3.5	
18 Tests were appropriate in length for the time available	4.0	
19 Tests gave participants an opportunity to show their knowledge	4.0	
20 Test questions were clearly worded	4.0	
21 The tests required more thought than memorization	4.0	
		mean=3.8
General/Overall Ratings		
22 I have gained very useful knowledge from this course	4.0	
23 This course is as beneficial as on-campus courses	2.0	
24 This course has helped me improve my effectiveness as a teacher	3.5	
		mean=3.2
		Mean=3.6

NC Distance Education Partnership in Special Education

Participants' Course Evaluations
BED Intro, Spring 00

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree), nr=no response

Question	WCU	**Overall**
Lecture Content/Quality		
1 Got participants interested in the content of the course	3.5	
2 Was learner-oriented and helpful	3.6	
3 Welcomed participants' participation, questions, and comments	3.8	
4 Lectures made good use of examples and illustrations	3.8	
5 Participants had opportunities for feedback if content not understood	3.1	
6 Answered participants'q uestions clearly and concisely	3.0	
7 Clearly presented abstract ideas and theories	3.8	
8 Content was well-organized and prepared	3.5	
9 All participants were treated equally	4.0	
		mean=3.6
Course Organization		
10 The course objectives were clearly defined	3.8	
11 The syllabus and course outline contained all necessary information	3.5	
12 The content clearly reflected the course objectives	3.6	
1,3 The course was intellectually challenging	3.6	
14 The course was worthwhile with respect to my career goals	3.9	
15 Issues of diversity were covered in the course	4.0	
		mean=3.7
Evaluation and Grading		
16 Tests were related to overall course objectives	3.9	
17 Tests/evaluation methods reflected important materials	3.5	
18 Tests were appropriate in length for the time available	3.8	
19 Tests gave participants an opportunity to show their knowledge	3.5	
20 Test questions were clearly worded	3.6	
21 The tests required more thought than memorization	3.1	
		mean=3.6
General/Overall Ratings		
22 I have gained very useful knowledge from this course	3.6	
23 This course is as beneficial as on-campus courses	3.6	
24 This course has helped me improve my effectiveness as a teacher	3.4	
		mean=3.5
		Mean=3.6

NC Distance Education Partnership in Special Education

Participants' Course Evaluations

Behavior Management, Summer 2000

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree), nr=no response

Question	FSU	UNCG	UNCW	WCU	**Overall**
Lecture Content/Quality					
1 Got participants interested in the content of the course	3.5	3.6	3.6	3.8	**3.6**
2 Was learner-oriented and helpful	3.5	4.0	3.6	3.6	**3.7**
3 Welcomed participants' participation, questions, and comments	3.8	4.0	4.0	3.9	**3.9**
4 Lectures made good use of examples and illustrations	3.5	3.4	3.9	3.6	**3.6**
5 Participants had opportunities for feedback if content not understood	3.3	3.0	3.9	3.6	**3.5**
6 Answered participants'q uestions clearly and concisely	3.0	3.0	3.3	3.2	**3.3**
7 Clearly presented abstract ideas and theories	3.5	2.8	3.4	3.6	**3.3**
8 Content was well-organized and prepared	3.0	3.4	3.5	3.6	**3.4**
9 All participants were treated equally	3.3	3.8	3.8	4.0	**3.7**
					mean=3.6
Course Organization					
10 The course objectives were clearly defined	3.8	4.0	3.8	3.8	**3.9**
11 The syllabus and course outline contained all necessary information	3.5	3.6	3.9	3.7	**3.7**
12 The content clearly reflected the course objectives	3.5	3.8	3.9	3.8	**3.8**
13 The course was intellectually challenging	3.8	3.6	4.0	3.7	**3.8**
14 The course was worthwhile with respect to my career goals	3.8	4.0	4.0	3.8	**3.9**
15 Issues of diversity were covered in the course	3.5	3.4	3.9	3.6	**3.6**
					mean=3.8
Evaluation and Grading					
16 Tests were related to overall course objectives	3.5	3.2	4.0	3.6	**3.6**
17 Tests/evaluation methods reflected important materials	3.5	3.0	4.0	3.6	**3.6**
18 Tests were appropriate in length for the time available	3.8	3.2	4.0	3.6	**3.7**
19 Tests gave participants an opportunity to show their knowledge	3.3	2.6	3.6	3.7	**3.3**
20 Test questions were clearly worded	2.8	2.4	3.1	2.9	**2.8**
21 The tests required more thought than memorization	3.8	3.8	4.0	3.8	**3.9**
					mean=3.5
General/Overall Ratings					
22 I have gained very useful knowledge from this course	3.5	4.0	4.0	3.7	**3.8**
23 This course is as beneficial as on-campus courses	3.5	3.6	3.8	3.7	**3.7**
24 This course has helped me improve my effectiveness as a teacher	3.3	4.0	4.0	3.8	**3.8**
					mean=3.8
					Mean=3.7

NC Distance Education Partnership in Special Education
Participants' Course Evaluations
Behavior Managment, Fall 2000

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree), nr=no response

Question	FSU	**Overall**
Lecture Content/Quality		
1 Got participants interested in the content of the course	3.0	
2 Was learner-oriented and helpful	4.0	
3 Welcomed participants' participation, questions, and comments	4.0	
4 Lectures made good use of examples and illustrations	3.0	
5 Participants had opportunities for feedback if content not understood	3.0	
6 Answered participants'q uestions clearly and concisely	3.0	
7 Clearly presented abstract ideas and theories	3.0	
8 Content was well-organized and prepared	3.0	
9 All participants were treated equally	4.0	
		mean=3.3
Course Organization		
10 The course objectives were clearly defined	4.0	
11 The syllabus and course outline contained all necessary information	4.0	
12 The content clearly reflected the course objectives	4.0	
13 The course was intellectually challenging	4.0	
14 The course was worthwhile with respect to my career goals	4.0	
15 Issues of diversity were covered in the course	4.0	
		mean=4.0
Evaluation and Grading		
16 Tests were related to overall course objectives	4.0	
17 Tests/evaluation methods reflected important materials	4.0	
18 Tests were appropriate in length for the time available	3.0	
19 Tests gave participants an opportunity to show their knowledge	2.0	
20 Test questions were clearly worded	3.0	
21 The tests required more thought than memorization	2.0	
		mean=3.0
General/Overall Ratings		
22 I have gained very useful knowledge from this course	3.0	
23 This course is as beneficial as on-campus courses	4.0	
24 This course has helped me improve my effectiveness as a teacher	4.0	
		mean=3.7
		Mean=3.5

NC Distance Education Partnership in Special Education

Participants' Course Evaluations

Behavior Management, Spring 01

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree), nr=no response

Question	UNCG	FSU	UNCW	**Overall**
Lecture Content/Quality				
1 Got participants interested in the content of the course	3.6	4.0	4.0	3.9
2 Was learner-oriented and helpful	3.6	4.0	4.0	3.9
3 Welcomed participants' participation, questions, and comments	4.0	4.0	4.0	4.0
4 Lectures made good use of examples and illustrations	3.6	4.0	4.0	3.9
5 Participants had opportunities for feedback if content not understood	4.0	4.0	4.0	4.0
6 Answered participants'q uestions clearly and concisely	3.8	4.0	4.0	3.9
7 Clearly presented abstract ideas and theories	3.6	4.0	4.0	3.9
8 Content was well-organized and prepared	3.4	4.0	4.0	3.8
9 All participants were treated equally	4.0	4.0	4.0	4.0
				mean=3.9
Course Organization				
10 The course objectives were clearly defined	3.8	4.0	4.0	3.9
11 The syllabus and course outline contained all necessary information	4.0	4.0	4.0	4.0
12 The content clearly reflected the course objectives	4.0	4.0	4.0	4.0
13 The course was intellectually challenging	4.0	4.0	4.0	4.0
14 The course was worthwhile with respect to my career goals	4.0	4.0	4.0	4.0
15 Issues of diversity were covered in the course	3.8	4.0	4.0	3.9
				mean=4.0
Evaluation and Grading				
16 Tests were related to overall course objectives	4.0	4.0	4.0	4.0
17 Tests/evaluation methods reflected important materials	4.0	4.0	4.0	4.0
18 Tests were appropriate in length for the time available	4.0	4.0	4.0	4.0
19 Tests gave participants an opportunity to show their knowledge	4.0	4.0	3.7	3.9
20 Test questions were clearly worded	4.0	4.0	4.0	4.0
21 The tests required more thought than memorization	4.0	4.0	4.0	4.0
				mean=4.0
General/Overall Ratings				
22 I have gained very useful knowledge from this course	4.0	4.0	4.0	4.0
23 This course is as beneficial as on-campus courses	4.0	4.0	4.0	4.0
24 This course has helped me improve my effectiveness as a teacher	4.0	4.0	4.0	4.0
				mean=4.0

Mean=4.0

NC Distance Education Partnership in Special Education
Participants' Course Evaluations
BED Methods, Spring 01

Mean Scores. Scale: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree), nr=no response

Question	FSU	**Overall**
Lecture Content/Quality		
1 Got participants interested in the content of the course	3.8	
2 Was learner-oriented and helpful	4.0	
3 Welcomed participants' participation, questions, and comments	3.8	
4 Lectures made good use of examples and illustrations	3.8	
5 Participants had opportunities for feedback if content not understood	3.8	
6 Answered participants'q uestions clearly and concisely	3.8	
7 Clearly presented abstract ideas and theories	3.8	
8 Content was well-organized and prepared	4.0	
9 All participants were treated equally	4.0	mean=3.9
Course Organization		
10 The course objectives were clearly defined	3.8	
11 The syllabus and course outline contained all necessary information	4.0	
12 The content clearly reflected the course objectives	4.0	
13 The course was intellectually challenging	4.0	
14 The course was worthwhile with respect to my career goals	4.0	
15 Issues of diversity were covered in the course	4.0	mean=4.0
Evaluation and Grading		
16 Tests were related to overall course objectives	4.0	
17 Tests/evaluation methods reflected important materials	3.8	
18 Tests were appropriate in length for the time available	3.8	
19 Tests gave participants an opportunity to show their knowledge	3.8	
20 Test questions were clearly worded	3.8	
21 The tests required more thought than memorization	4.0	mean=3.9
General/Overall Ratings		
22 I have gained very useful knowledge from this course	4.0	
23 This course is as beneficial as on-campus courses	4.0	
24 This course has helped me improve my effectiveness as a teacher	4.0	mean=4.0
		Mean=4.0

Summary Report
Quality Evaluation of NCPTS Courses

Gerry Morgan
Chief Information Architect
Education On-Line Incorporated

Purpose: To provide an expert review of the quality of on-line courses developed to train pre-service and in-service teachers in the provision of high quality instruction for students with disabilities. This review and evaluation of courses was designed to identify the strengths and needs of the courses with recommendations for improvement of the potential effectiveness of courses in meeting course of objectives and improving the positive impact on knowledge and skills of students.

Procedure: Three on-line courses were reviewed by Gerry Morgan, an expert in the design of on-line courses. Mr. Morgan reviewed courses across the following evaluation questions:

1. Is there consistency between goals of course, content and evaluation?
2. Does the course layout and navigation procedures facilitate ease of use?
3. Is there appropriate use of text, graphics, links and multimedia?
4. To what extent are instructional interactions used to support learning?
5. Is there appropriate use of electronic communication components?
6. Are student responsibilities and tasks included clearly identified?

Observations:
The courses reviewed were produced and published through the use of Blackboard, a product for which the university has a license. The pedagogical objectives of the course seemed clear. The authors were careful to include learning resources in addition to test content to aid the student. The way the course is structured and presented were also clear. Some difficulties and confusion arose around the flow of one section to another. In certain circumstances, the user was required to go to the top of the tree menu and then proceed down to another section. To a large degree this is a limitation of the authoring environment. I found that navigation through the course was straightforward but not necessarily intuitive to the user. I am not aware whether inside the course linking is available through the use of this authoring system, but would be recommended if it is possible.

The course provided a variety of multimedia experiences. Text dominated the media types and provided the anchor for the others. I was particularly impressed by the use of 'powerpoint' like media in the course providing the student with the essential points being made in the text.
The video clips showed that the authors had a very good idea how video is best used in support of on-line learning courseware. The audio quality of the video clips was variable due to factors during the recording sessions. Consistent audio levels can be achieved by using the same audio recording setting and using clip on microphones for

all participants. The use of text over video was excellent. The authoring environment does not provide for streaming video so the user must download the video clip to their PC. Then the user must go out of the environment and fetch the video, play it and return to the location in the course were the video was located by the authors. This is quite a convoluted process that disrupts the intended flow for the users. I believe that the use of still pictures and audio clips might be a possible alternative to video, if the present authoring environment is to be maintained.

The authors use of interaction with students in the program was made possible through a well thought out use of forums. The forums provided a record of discussions that took place as well as a record of the answers given by instructors to students. This evolving discourse would be invaluable to students in both getting a record of the questions posed by class members but also the answers to questions posed. It might be useful to structure separate forums for student to student discourse and for FAQ responses from instructors.

The course authors appear to have a lot of experiences in structuring and pacing the course material. They have used most of the available techniques wisely throughout the course. I believe that their abilities have not been matched by the capabilities of the authoring environment.

The authors have clearly dealt with the expectations of students in the areas of expectations and responsibilities. We are evolving in our understanding or what are the successful elements of on-line course delivery systems. As our collective understanding of these processes grow and the capabilities of the available tools expand, we will be able to create a richer more rewarding experience for students. Given the present day constraints, the authors have done an excellent job in providing clear, well presented material to students.

Summary:
Strengths:
The strengths of the courseware are:
-clarity of architectural design
-clarity of message
-clarity of expectations and responsibility for the student
-the forum structure

Recommendations for Improvements:

In my view:
-the quality of the media could be improved
(techniques such as the use of audio, the use of flash media, use of on-line forms linked to a data base would greatly enhance what the course authors felt they could do with students)
-the delivery mechanisms and tools need to be carefully reviewed

(this includes course navigation systems, the enhancement of actually authoring tools and the use of enhanced communications methods)
-the course could also be improved by having a 'community feel' to the system rather than a course delivery system approach. This may include various 'rooms' with different look-feel and tone, providing students with additional resources that encourage participation outside the normal structure

Student Perceptions of Instruction in Distance Learning

Introduction

The nationwide shortage of teachers in special education is widely recognized and documented. In 1988-89, 30,000 positions were filled by personnel who were not appropriately certified for the work (National Clearinghouse for Professions in Special Education, 1998). According to the same source, for every ten special education teachers employed, one more is needed. The persistent personnel shortage can partially be explained by the rapid and large increases in the number of children who have been identified to receive special education services over the past fifteen years (National Clearinghouse for Professions in Special Education, 1998). The impact of this shortage is magnified by the prediction of the National Clearinghouse for Professions in Special Education (1998) that the number of students in special education will continue to increase in a disproportionate manner relative to the general population. Thus, the need for qualified special education teachers is a critical issue facing school systems across the nation.

In response to the increased need for qualified special education teachers, universities have felt an increased pressure to provide instructional delivery systems for programs of teacher education that go beyond the traditional face-to-face classroom setting. Distance learning is emerging as a tool for instructional communications.

Moore and Thompson (1997) define distance learning as any instructional arrangement in which the teacher and learner are geographically separated to an extent requiring communication through media. Learning at a distance has been a method of delivering instructional courses for many years. For example, in the late 19th century, correspondence study was popular for learners who could not attend traditional classes.

Most recently, it has evolved to include electronic media, satellite broadcast, cable networks for television, telephone communications, audio/video conferencing, and computer technology. As technology advances with the use of computers, so do the opportunities to use this technology in programs of teacher preparation. The use of computers and Internet technology appear to be promising as an effective tool in delivering instruction in teacher education programs.

One such program has been implemented by the Department of Specialized Education Services in the School of Education at the University of North Carolina at Greensboro (UNCG). In partnership with 5 regional universities within the state system, UNCG is part of the North Carolina Distance Education Project (NCDEP). Five regional universities have worked together to provide 73 practicing teachers opportunities to add teacher certification in the areas of specific learning disabilities (LD) and behavioral and emotional disabilities (BED).

The NCDEP offers a series of four courses in each certification area using distance learning technology (Internet & telecommunications). Courses are offered over the Internet or in the evening through teleconferencing classrooms. To be admitted, participants must hold an undergraduate degree from an accredited university and a valid teaching license. Individuals without a teaching license in special education apply to one of the partner universities to determine what course work is required for licensure. Teachers already licensed in special education complete three courses and a practicum.

For add-on certification in LD, students take the following courses: 1) Seminar in LD, 2) Communications and Collaboration: Parents, Educators and Community, and 3) Methods for Teaching Students with LD. For add-on certification in BED, the courses students take are 1) Characteristics of students with BED, 2) Behavioral and Psychoeducational Interventions, and 3) Ecological and Medical Interventions. A post-baccalaureate internship, or practicum, must be completed for both add-on certification programs. The practicum is performed with in and as an extension to teacher's classrooms. Throughout the courses and internship, participants develop class assignments and projects demonstrating competency in the licensure area. Student evaluation in each course includes (1) quizzes and exams sent to instructors by email, (2) participation in an on-line discussion group (the forum component of the course), and (3) projects that are developed throughout the course. A textbook supplements on-line lectures and selected readings. Students attend an organizational meeting at the beginning of the semester to give them information on requirements to participate in the distance learning courses. During this meeting, the course syllabi are reviewed and Internet connections, hardware, software, and email are discussed. Participants are also given a brief introduction on how to navigate through the course. Courses are taught by experienced professors in collaboration with faculty from other universities and with the Department of Public Instruction. After a course has been completed, teachers receive monetary reimbursement for tuition and fees.

The NCDEP program is fairly new. UNCG and partner universities are interested in finding out the initial perceptions of students who are participating in the program. Faculty from all universities involved want to know how to make the distance learning courses of the partnership a more effective add-on licensure program. The purpose of this study is to examine students' initial perceptions of their experiences while participating in NCDEP web courses. Emphases will be on formative aspects to monitor program progress and improve program implementation.

Review of literature

Diversity is a trademark of distance learning. Programs are implemented in ever increasing varied forms given the rapid expansion in the range and types of technology available. Research on the effectiveness of distance learning is varied in representation and outcome.

Studies have been done comparing distance learning to traditional face-to-face learning. Spooner, Spooner, Algozzine, and Jordan (1999) evaluated student opinions after their participation in teacher education course work that included distance learning options. First, opinions for the same course delivered on campus and off campus in different semesters were compared. Second, student ratings for distance learning classes for students participating at local and remote facilities were compared. Few differences were evident in overall ratings. Students' overall perceptions of courses were similar when the course was taught on campus or off campus with distance education technologies.

Souder (1993) studied achievement of students enrolled in a master's program of technology. Achievement as measured by exams, homework assignments, and term papers of students enrolled in on campus courses and distance learning courses. The distance learning group scored significantly higher than traditional students on exams and homework assignments. There were no significant differences in performance on term papers. Distance education students also reported gaining more information than usual.

Distance learning, by design, is more flexible for students, instructors, and institutions than is traditional course delivery. Education, learning, attending classes, and obtaining information should become more accessible through distance learning. It allows educational institutions to multiply the number of people served with the same resources. To what extent are universities taking advantage of the conveniences associated with distance learning? The Oklahoma State University School of Occupational and Adult Education conducted a survey of 19 universities listed in vocational teacher education publications. Faculty in those schools' teacher education programs were asked about the current status of the use of telecommunications systems in their programs. Of the universities surveyed, 11 are currently engaged in some level of telecommunications delivery of teacher education courses. The majority of students participating in these courses were practicing vocational teachers working toward either a teacher certification or an undergraduate or graduate degree. Institutions varied their approaches to delivering instruction at distance. Examples of approaches used include live two-way audio and video, systems with two-way audio and one-way video, one-way audio and video, two-way audio, Internet, electronic mail, facsimile machines and television. Some of the challenges universities reported to using distance learning delivery systems included lack of the personal touch, need for faculty trained on distance learning system, and expenses in establishing and maintaining systems and technical difficulties (Martinez & Sweger, 1996).

The database of the International Center for Distance Learning (ICDL) contains information on over 30,000 courses and programs offered in six major regions of the world. Dillon & Gunawardena (1992) argue that the "industrial model" is the most dominant in distance education. The model is highlighted by characteristics such as high levels of interaction and unlimited forms of communication (Dillon & Gunawardena, 1992). Examples of institutions using the industrial model are the Open University in the United Kingdom and the University of the West Indies. The Open University utilizes prepared teaching materials, delivered to students in their home or workplace by post, computer, and national television and radio broadcasts. Students outside of the UK receive audio and videocassettes of the broadcasts. A network of tutors and counselors provide support through regional study centers.

Hall & Marrett (1996) studied the strengths and weaknesses of the University of the West Indies Distance Teaching Experiment, (UWIDTE), which provides distance education, based on an interactive mode to traditional preservice teacher education programs. Questionnaires were given to 169 teachers who were either graduates or pursuing a 15-month certificate in education on the UWIDTE teleconference network in: mathematics, social studies, literacy studies, integrated science and deaf education. Overall the responses of the teachers were positive. The majority indicated that they attended class all or most of the time. Most thought that the equipment was easy to use. The ongoing link with the realities of the classroom, and convenience were cited as advantages to the program. The teachers' comments regarding factors motivating their decisions to pursue their studies on UWIDTE instead of the traditional mode showed that job, economic, and family constraints were the predominant areas. Teachers felt the UWIDTE program was learner centered because teachers could discuss their concerns and do assignments to their unique situations. However, teachers felt that they did not have a sense of their academic progress and did not receive enough feedback on assignments. Generally, it appears that regardless of the characteristics of the delivery system, each distance-education project discussed aims to bring quality educational opportunities to more individuals.

Quality teacher education requires participants to interact both among themselves and with content. The importance of interactions is stressed in the literature. Bates (1992) describes two contexts for interaction: (1) the individual interaction between a learner and the learning material; and (2) the social interaction between two or more people about the learning material. He maintains that both kinds of interactions are necessary for learning. Moore (1989) identified three kinds of interactions that take place in distance learning environments: (1) learner-content interaction, (2) learner-instructor interaction, and (3) learner-learner interaction. Assuring that each of these interactions occurs is as important at a distance as it is in the traditional classroom. Creating such an environment when students and instructors may be separated by time and space is a challenge. One way to bridge the distance is to adopt a learner-centered approach to distance teaching. Burge (1988) outlines this approach as a view of teaching in which the learner is the center of attention. Issues related to the learner come before issues related to instructor or content. She further explains that the learner-centered teacher encourages students' personal growth and emphasizes facilitation of learning over the transmission of information.

Studies done on distance learning programs using a learner-centered approach are promising. Jaeger (1995) evaluated a hands-on instructional course to science teachers delivered via interactive video-conferencing between several sites. Assessment of course outcomes yielded positive responses from participating teachers. Participants became more independent and self-directed rather than relying on their instructors. Interdependence and collaboration with peers increased, and students incorporated new goals for teaching learning into the courses.

Jones (1992) conducted a study of the University of Alabama's Inter-campus Interactive Telecommunications System (IITS). The IITS delivered instruction of courses using a learner- centered approach to remote campuses via two-way video/audio systems. Attitudes, opinions, and preferences of participating students were measured using a 77-item questionnaire with seven categories. Categories included (a) instructional administration, (b) teacher-room coordinator, (c) course judgment, (d) empathy, (e) motivation and accomplishment, and (f) video technology. Students' responses were generally positive toward the instructors and coordinators, amount learned, and toward distance education as a way of offering them academic and professional advantages. Students were neutral in their attitudes about the technology itself. Most students reported that interacting with the technology became easier with time. From these results, it appears that the more distance education systems are used, the more comfortable students will become with this mode of interaction.

Other studies done show how distance learning interactions could be improved. Pirrong and Lathen (1990) measured student attitudes about an introductory financial accounting course delivered via interactive television, and addressed instruction of course, the instructor, and the facilities. Distance students were not satisfied with their ability to communicate with the instructor or the readability of visual aids (Pirrong & Lathen, 1990). Providers of courses at a distance must understand the necessity of interactions, realize how they may be inhibited, and provide the best possible interactions for students.

Ways to facilitate more interactions among students using computer-mediated communications is through electronic discussion groups and email. Electronic discussion groups offer an opportunity for live, or synchronous discussions via the Internet. Users join a discussion and participate by typing and sending their messages, which appear on the screens of all participants. Discussions can be moderated by a teacher, student or they can be unstructured.

Crowe & Karayan (1997) describe the benefit of using electronic discussion groups as a way to catering to the needs of all students. They state impulsive learners are students who have the urge and need to respond to every question or make a comment on everything discussed, and reflective learners need more time to process the question/issue before responding. They further explain that discussion groups act as equalizers of opportunity to participate by giving the impulsive learner time to calm down, and the reflective learner time to put his/her thoughts together (Crowe & Karayan, 1997). On the other hand, these electronic discussion groups often can become frustrating and disappointing when interaction with others in the group results in information overload, topic drift, or conversations that are just not all that valuable. Kimball (1995) offers the following ten suggestions for course facilitators to make electronic discussion groups more effective:

1. Identify the purpose for the discussion (i.e., generation of new ideas, exchanging of ideas, learning and exploration)
2. Define roles (i.e., Are the participants peer learners? Team members? Is the moderator expected to provide expert knowledge? Support and encouragement?)

3. Create an ambience (i.e., the first message or topic will set the tone; how you model message formatting)
4. Nourish conversation (i.e., add new material to keep the group fresh but watch for overload)
5. Provide feedback (i.e., send private thank-you notes; discourage writers from doing certain things such as writing too much)
6. Adjust the pace (i.e., provide cues that let participants know which items are hot and active; provide an agenda)
7. Support new members (i.e., create some items that anyone can respond to)
8. Summarize and synthesize multiple responses from the group (tells people where they've been, where they are, and where they might want to go next)
9. Track participation (pay attention to whose doing what)
10. Go with the flow (detect where members are now and work with that energy to move in the direction you need to go)

Email is the most basic Internet tool. It is easy to use and very powerful. Some of the applications and uses of email include (a) replying to requests from students regarding course content, (b) providing advice and guidance, (c) helping students to solve problems in understanding the subject matter of a course, (d) serving as a medium of transmission for sending in homework and returning test papers, scores, and comments, and (e) encouraging team projects and setting up self-help groups. D'Souza (1992) conducted a case study to explore and assess email's role in the learning process. She found that email promoted learning by enhancing classroom communication and access to information. Students' responses on the use of email were overwhelmingly positive.

Teacher education programs are now using online communications to provide educational opportunities that enable users to overcome distances, interact with model teachers and experts, and reduce turnaround time for collegial interactions. More importantly, the technologies provide an opportunity for educators to become familiar with interactive media in natural and comfortable settings. Many teachers feel uncomfortable with computer technologies. Yet educators face continuing demands to become proficient with technology in many forms, and new teachers are expected to leave the university with knowledge in this area. Programs report success with distance learning, with students developing (1) effective communication techniques, (2) communication technology skills, and (3) increased student attention, learning and sense of achievement (Wachter & Gupta, 1997; Donahoe, 1995). Online teacher education brings many new opportunities and challenges to schools, instructors, and students. The further development of online teacher education programs has significant implications for traditional education. The change of communication channels and methods subsequently change the requirements for instructional skills, learning skills, administrative services, and educational facilities. Faculty must develop their own integral role as a support to students who are becoming involved in the learning process presented by distance education opportunities. Universities and students must prepare themselves with new tools and skills to meet the new challenges.

The following qualitative study was conducted for the purpose of investigating the issues facing the North Carolina Distance Education Partnership (NCDEP) in special education as it completes its first year of implementation. Initial studies on the NCDEP done by analysis of standard course evaluation ratings of 1998 fall semester courses indicated that content presentation was good, and projects were helpful, worthwhile, and relevant, but time consuming. All but one of the students found the forum component of the course confusing and had problems finding the forum questions and following the threads. Students felt that the brief face-to-face organizational meeting at the beginning of the semester was not enough to ensure their success in the courses. Comments on exams were generally positive except some students felt that questions were not clearly worded. Overall, students found the courses to be convenient, enjoyable, and a good learning experience, however, some students did express concerns about a lack of computer literacy skills and accessibility to the school computer (Kurtts & Vallecorsa, 1999).

These comments made by students led to some rethinking on how to make the web courses more effective. In addition to the first organizational meeting, there was a help session which students could attend should they need assistance with specific functions of the course. Faculty improved their own use of the forum component by expanding the discussion threads so there was more opportunity for interaction between students. Lastly, faculty increased one-to-one email communication to ascertain student utilization of the course functions.

The proposed research questions and issues for this study of the NCDEP web courses include: 1) What are the initial perceptions of students participating in the NCDEP web courses? 2) What parts of the web course were most effective? 3) How can web course effectiveness be improved?

Methodology

Past research related to the effectiveness of NCDEP web courses was obtained through a quantitative approach using standard course evaluations as a data source. In order to gain a more in-depth understanding of students' initial perceptions participating in NCDEP web courses, a qualitative research approach was utilized in this study. The intent of qualitative research is to understand a particular social situation, event, role, group, or interaction (Locke, Spirduso, & Silverman, 1987). The focus of qualitative research is on the participants' perceptions and experiences (Fraenkel & Wallen, 1990; Locke et al., 1987; Merriam, 1998). This study aims to provide careful, thorough, narrative descriptions of students' initial perceptions in order to construct meaning from these individual and collective perceptions.

A content analysis was used to analyze data comments of the 12 UNCG students enrolled in the NCDEP web courses collected from the focus group and individual face-to-face and telephone interviews. Students' responses from the interviews were systematically analyzed, and the information reduced to a list of categories that reflect major emerging themes (Tesch, 1990, p. 97). Second-reader reliability was used to verify the accuracy of emerging themes (Merriam, 1988; Miles & Huberman, 1984). Both readers were in full agreement over the five major themes reflected from the data.

Data Sources:

Data collection was done through focus group and individual face-to-face and telephone interviews. Collecting data via interviews allowed for clarification and probing of critical issues facing students enrolled in the NCDEP web courses. Focus group interviews made use of issues raised by participants to obtain reactions from others participating in the focus groups.

A student interview questionnaire (see Appendix) was drafted after careful analysis of student comments from the previous study done on the NCDEP web courses. The questionnaire was developed for the purpose of collecting information through the focus group and individual face-to-face and telephone interviews about students' initial perceptions participating in three different NCDEP web courses: (a) Seminar in LD, (b) Methods for Teaching Students with LD, and (c) Characteristics of Students with BED. Questions were developed and cues provided on the exact kind of information desired. The facilitator for the courses Seminar in LD and Characteristics of Students with BED reviewed the interview questionnaire and confirmed that questions would evoke informative responses for the purpose of learning student perceptions of NCDEP and improving web courses.

Description of courses:

The three courses which students volunteered from were three-semester-hour graduate-level classes, which lead to add-on licensure in LD or BED. The online description for Seminar in LD indicates that the course was designed as an introduction to the education and instruction of students identified as having a learning disability. The focus of the instruction was on the development of knowledge and understanding of concepts in the field of specific learning disabilities. Students were required to analyze a LD program in a school with a self-developed instrument and complete quizzes, a midterm, and a final. The Hallahan, Kaufman, and Lloyd (1999) text Introduction to Learning Disabilities supplemented the course. Fifteen of the 19 students enrolled in the course received A's, one received an F, two received incompletes, and there was one withdrawal.

The second course, Methods for Teaching Students with LD, was designed to address a broad range of instructional strategies for effectively teaching students with learning disabilities in a variety of settings. The focus of instruction was on the development of knowledge and skills necessary to implement a clinical teaching model in the curriculum areas of reading, writing and mathematics. Also addressed were strategies for assessing and teaching a variety of study skills and learning strategies as well as approaches for social skill development. Students were required to respond to forum questions, complete one or two course portfolio projects depending on undergraduate/graduate student status, and complete a series of three unit exams, including a final. The text, which supplemented the course, was Mercer and Mercer's Teaching Students with Learning Problems (1998). Twelve of the 17 people enrolled in the course received A's, one earned a B, one audited, one earned a C, and two had incompletes.

The third course, Characteristics of Students with BED was designed as an introduction to students with behavioral and emotional disabilities and educational programs designed to meet their needs. Course topics included the definition, history and characteristics of students with behavioral/emotional disabilities; assessment and placement procedures and guidelines; causal factors; and an overview of types of behavioral disorders and their educational implications. Students were required to read and summarize relevant journal articles, complete an observation of a BED classroom setting, conduct a student interview and develop a functional assessment for that student, and complete a final. The Kauffman (1997) text Characteristics of Emotional and Behavioral Disorders of Children and Youth supplemented the course. All of the 5 students enrolled in the course received A's.

Participants:

The sample selected for the focus group and individual face-to-face and telephone interviews was a group of 12 students enrolled at UNCG in the NCDEP. The UNCG professors facilitating these web courses asked all their students who would be willing to volunteer to participate in the interviews for the purpose of improving the add-on licensure program within which they were enrolled. Initially, students expressed concern regarding personal time constraints, which could impede their ability to participate in the study. To accommodate the students, a choice of participation in a focus group or individual face-to-face or telephone interview was offered.

Of the 19 UNCG students enrolled in the course Seminar in LD; 4 volunteers were interviewed. Two were interviewed through a focus group, and two through individual telephone interviews. Of the 17 UNCG students enrolled in the course Methods for Teaching Students with LD; 4 volunteers were interviewed. Three were interviewed through a focus group, and one through a face-to-face interview. Of the 5 UNCG students enrolled in the course Characteristics of Students with BED; 4 volunteers were interviewed through a focus group.

The student interview questionnaire was uniformly followed for focus group and individual face-to-face and telephone interviews. Each interview lasted 30 to 45 minutes. The interviewer encouraged the respondents to talk in the areas of interest and probed more deeply, picking up on the topics and issues respondents initiated. Responses were recorded on a response form and/or audiotape. Editing was completed by the interviewer at the end of each interview for the purpose of clarifying responses of interviewees.

Findings

Major emerging themes with categories summarizing response types in relation to the specific NCDEP web courses are presented in Table 1. Emerging themes included (1) support of facilitators/peers, (2) convenience of instructional delivery, (3) use of technology, (4) developing a knowledge base, and (5) coursework extending into the classroom.

Support of Facilitators/Peers:

Students' statements concerning the support of facilitators/peers were similar across all three courses. Positive comments included "The feedback from the facilitator was wonderful. Susan was always quick to answer questions" (Focus Group, May 11, 1999) and "Feedback from Stephanie was great. She always responded quickly" (Focus Group, May 5, 1999) and "I was extremely pleased with the promptness of Stephanie's responses" (Personal Interview, May 19, 1999). All 12 participants stated that they missed the interaction with their peers (Martinez & Sweger, 1996). Specifically, students felt there was a lack of peer interaction in the "open" forum. Comments about the forum were "There was hardly any feedback or positive reinforcement when using the forum so I just stopped responding" (Focus Group, May 5, 1999) and

> I rarely used the forum. There were too many questions. It might be better to limit the number of questions, maybe to one, and give us time to respond. (Focus Group, May 17, 1999)

Table 1. Major emerging themes with categories of response types from students participating in three NCDEP web courses

Themes	Support of Facilitators/Peers	Convenience of Instructional Delivery	Use of Technology	Developing a Knowledge Base	Coursework Extending to Classroom
Seminar In LD	1. No auditory feedback. Missed interaction with peers. 2. More "real talk" sessions available. 3. Good communication and quick responses from course facilitator. 4. Good peer help at organizational meeting. 5. Lack of peer responses in forum. 6. Suggestion for facilitation of course organizational meeting, divide up classes. 7. Unsure if "open" forum required formal writing. 8. Confusing because due dates for assignments not strictly followed.	1. No commute to Greensboro. 2. Worked well for families. 3. Needed the courses for licensure. 4. Independent learning. 5. Will take more courses online.	1. Technical Difficulties A. Finding final exam B. Sending Assignments C. Password assigned to someone else D. Technical feedback helpful 2. Accessibility A. Systems down	1. Content A. Well-written and well-planned B. Work-intensive C. Pages cited online did not match text pages. D. Good info in text E. More practice with case studies F. Good info on modifications G. Good info on inclusion and IDEA 2. Forum A. Use of UNCG B. Non-use of open forum 3. Improved computer skills	1.Developed an instrument that will be used to evaluate LD program in current school. 2.Using more methods and strategies for teaching LD students in classroom. 3.Easier to write Individualized Education Plans. 4.Resulted in a committee to establish LD program at an independent school.
Methods For Teaching Students With LD	1. Missed personal interaction with peers. 2. Suggestion for facilitation of course organizational meeting, divide up newcomers and returning students. 3. Liked sharing projects at the end. 4. More sessions available to share. 5. Unsure if peers responded in the forum. 6. Good communication and quick responses from course facilitator. 7. Checklists and feedback on projects were helpful.	1. Needed courses for licensure. 2. Opportunity to receive stipend. 3. Most accessible way to get licensure. 4. Worked well for families. 5. A problem if student did not have computer at home. 6. Will take more courses online.	1. Technical Difficulties A. Too much info to copy B. Some computer glitches (passwords, hyperlinks) that were quickly straightened out C. Screen would have been easier to read if it was white. D. Impressed with technology of course. 2. Accessibility A. Systems down	1. Content A. Well-written and well-planned B. Overwhelming amount of info C. Good info in text D. Open book methods for exams helps you learn more by re-reading material E. Liked discussions of what people did in their classrooms. F. Lots of info on assessment-would like more about how to teach. G. Definitions helpful H. More aware of diagnostic tools	1.Projects were helpful in planning instruction for students in the classroom. 2.UNCG forum gave good ideas of strategies to use in the classroom. 3.More use of mnemonics and informal math assessments in classroom. 4.Information on LD now helps to better understand the LD children in classroom.

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Table 1. (cont)				I. Organization of projects helpful J. More information on practicum and PRAXIS 2. Forum A. Use of UNCG forum B. Nonuse of open forum 3. Improved computer skills	
Characteristics of Students With BED	1. Missed personal contact with fellow students. 2. Suggestion for facilitation of course organizational meeting, divide up classes. 3. Liked sharing projects at the end. 4. Good communication and quick responses from course facilitator. 5. Feedback on projects was helpful.	1. Accessible way to obtain licensure. 2. Self-directed learning. 3. A problem if student did not have computer at home. 4. Worked well for students with busy schedules. 5. Will take more courses online.	1. Technical Difficulties A. Finding final exam B. Sending quizzes C. Technical feedback helpful D. Too much info to copy 2. Accessibility A. Systems down 3. Computer Skills A. Newcomers need info on course navigation.	1. Content A. Well-written and well-planned B. Work intensive C. Unclear about length and depth of assignments D. Good info in text E. Student interview and functional assessment were helpful projects. F. Mental disorder info helpful. G. Journals kept students abreast of latest research in BED. 2. Forum A. Little feedback B. Stopped responding 3. Improved computer skills	1.Student interview and functional assessment were extensions of the classroom. 2.Better understanding of own teaching behaviors and environment. 3.Observation gave good ideas for strategies to use in the classroom.

Several students reported to using the forum specific to the UNCG group more frequently than the "open " forum because their responses could be more informal as compared to the formal writing used in the "open" forum. Students further asserted that it would be beneficial to have more "real talk" sessions available. Many made suggestions for the improved facilitation of the course organizational meeting at the beginning of the semester. Suggestions included "Divide up the newcomers and returning students. Newcomers still need information on course navigation" (Focus Group, May 11, 1999) and "It was confusing because there were too many people. It might be better to divide the session up by classes" (Focus Group, May 11, 1999; Focus Group, May 17, 1999). In general, statements about the face-to-face interactions that occurred during the help session and class meetings were positive.

> When we met at the end it felt like we were a cohort; I liked the group cohesiveness-we are all in this together, the projects, the exams. (Focus Group, May 11, 1999)

"I enjoyed the sharing of projects at the end" (Focus Group, May 5, 1999; Focus Group May 11, 1999; Personal Interview, May 19, 1999) was a comment made repeatedly by students.

Convenience of Instructional Delivery:

Students' statements concerning the convenience of instructional delivery were positive across all three courses. Many stated that without the accessibility of the courses through the Internet, they would not have considered seeking certification in learning disabilities or behavioral and emotional disabilities. The convenience of the instructional delivery allowed those students with families to take courses towards certification and meet personal demands at home. Hall and Marrett (1996) also discovered convenience as an advantage to online teacher preparation programs.

One student who did not have a computer at home expressed some frustration "I didn't get a computer of my own until Christmas and having my own computer has made a big difference" (Focus Group, May 11, 1999). Positive statements regarding the convenience of instructional delivery included

> I was really intimidated about going back to school-without the accessibility of using a computer I don't think I would have been able to do this. I was so worried about how to get my licensure and this was perfect (Focus Group, May 11, 1999)

and "Because of my schedule, I wouldn't have been able to get BED certification without the course being online, and the certification is something I really wanted" (Focus Group, May 11, 1999).

Use of Technology:

Regarding the use of technology, some students experienced difficulty with accessibility to the technology needed to complete the courses. Several students were frustrated with systems being down. "It can be frustrating when your system is down" (Focus Group, May 5, 1999; Focus Group, May 17, 1999; Personal Interview, May 19, 1999) and "I had a hard time getting on because systems were down" (Focus Group, May 11, 1999; Personal Interview, May 19, 1999) were comments made by students. Martinez and Sweger (1996) also found that accessibility to systems was a challenge for universities using distance learning as an instructional delivery tool.

Other technical difficulties students experienced were difficulty sending quizzes as attachments through email, problems with passwords, and finding the final exam. Comments regarding technical difficulties were "I had to struggle to find things. You would think the final would have been with the quizzes, but it was under syllabus" (Focus Group, May 5, 1999) and "Sometimes I sent quizzes to the wrong people because I wasn't real sure where to send them" (Personal Interview, May 19, 1999). Some students became frustrated with the amount of paper used to copy the course content, and one student said the screen would have been easier to read if it had been white (Focus Group, May 5, 1999; Focus Group, May 11, 1999; Personal Interview, May 19, 1999). All 12 participants affirmed that course facilitators were able to help them learn how to use the functions of the program. All concerns were addressed and resolved to students' satisfaction. Jones (1992) also discovered that most students feel that interaction with technology becomes easier with time.

Developing a Knowledge Base:

In regards to developing a knowledge base, all 12 participants agreed that the courses were well-written and well-planned. Souder (1993) found that distance education students reported to gaining more information than students in traditional face-to-face classrooms. Students felt the texts used for each course were clearly understood and had great information. Students' statements included "All the components of the course interact, the text, the online material, the links in the course, the exams" (Focus Group, May 5, 1999; Focus Group, May 11, 1999; Personal Interview, May 19, 1999) and "I liked being able to go back over the material-the exams make sure you learn what you are supposed to learn" (Focus Group, May 11, 1999) and "The text was clear and easily understood" (Focus Group, May 5, 1999; Focus Group, May 11, 1999; Focus Group, May 17, 1999; Personal Interview, May 19, 1999).

Students' comments concerning projects and assignments were specific to each course. Participants from Seminar in LD felt that the information on modifications, inclusion practices, and the reauthorization of IDEA were most helpful (Focus Group, May 17, 1999; Personal Interview, May 19, 1999). One student stated that the course should provide more practice with case studies.

> The midterm required us to do a case history, and I had no previous experience doing this so I felt my answer was a shot in the dark. I wished that I had more practice with case histories before the exam. (Personal Interview, May 19, 1999)

Students from the course Methods for Teaching Students with LD stated that information on assessments, definitions, and discussions of what teachers actually did in their classrooms were most helpful (Focus Group, May 11, 1999; Personal Interview, May 13, 1999). One student felt that the course should have provided her with more about how to teach. Her comment was "There was lots of information on assessment, and I would have liked to have had more about how to teach" (Personal Interview, May 13, 1999). Another student felt that an essential component of the course was not addressed.

> I didn't know that I had to take the PRAXIS until halfway through last semester-I haven't been back to school in more than 25 years. The younger teachers knew, but I had no idea. (Focus Group, May 11, 1999)

Students from the course Characteristics of Students with BED said the information on mental disorders was most helpful (Focus Group, May 5, 1999). They felt that the journal assignments kept them abreast of the latest research in BED (Focus Group, May 5, 1999). The student interview and functional assessment projects were very helpful, but students felt unclear about the length and depth of these assignments. "The interview and functional assessment were great for targeting behaviors and the causes for those behaviors, but the requirements for those assignments should have been explained more in-depth" (Focus Group, May 5, 1999).

Students from each course stated that the courses were very work-intensive, but had great information (Focus Group, May 5, 1999; Focus Group, May 11, 1999; Focus Group, May 17, 1999; Personal Interview, May 13, 1999; Personal Interview, May 19, 1999). All 12 participants across the three courses felt that their computer literacy skills improved as the course progressed (Jones, 1992). Students' statements included "I am now comfortable using the Internet" (Personal Interview, May 19, 1999) and "The course helped me personally by improving my computer skills and professionally by gaining a better knowledge base of BED" (Focus Group, May 5, 1999) and "The course really helped me improve my computer skills, especially with the use of the Internet" (Focus Group, May 11, 1999).

Extension of Coursework to the Classroom:

Students' comments regarding the extension of coursework into the classroom were positive. Participants from the course Seminar in LD said

> The information I learned in the course was shared with my colleagues and resulted in a committee being formed to implement an LD program in our Junior High (Personal Interview, May 19, 1999)

and "I can now write IEPs at school with more ease" (Personal Interview, May 19, 1999).

Students from the course Methods for Teaching Students with LD stated

> I was able to implement the writing assessments with my children. So while I was actually carrying through with my assignment for the course, I was helping my students. (Focus Group, May 11, 1999)
>
> This is my first year as a resource teacher. Without the course I couldn't have done my job. The other resource teacher at my school, who has always been in

> special education, comes to me to find out what new things I've learned in class. That makes me feel like I'm contributing. (Focus Group, May 11, 1999)

Comments made by students participating in the course Characteristics of Students with BED were

> The observation gave me ideas about reward systems and teaching strategies. It allowed me to see how someone else does it and figure out how I could apply that to my own classroom (Focus Group, May 5, 1999)

and "The theories and information on mental disorders helped me to better relate to my kids as individuals" (Focus Group, May 5, 1999). Hall and Marrett (1996) also discovered that the ongoing link to the realities of the classroom was an advantage for distance education students enrolled in on-line teacher preparation programs.

Discussion

The initial perceptions of students participating in NCDEP web courses imply that the Internet course content has been valuable. All 12 participants said they would continue to pursue add-on licensure through the NCDEP. Continuing interest in distance education may result in significant efforts to demonstrate that it is an effective method of instruction. Based on the results from data collected in this study, UNCG and partner universities may consider (1) reorganizing face-to-face meetings already in place; (2) offering more help sessions; (3) providing more computer skills training; (4) ensuring essential components of course content, including length and depth of assignments, due dates of assignments, and information on the PRAXIS and practicum; and (5) reorganizing the forum component of the course. An alternative to the forum may be setting up a "chat room" on certain days at specific times.

Distance learning will become more popular as an alternative method of delivering instruction. It is more flexible for students, instructors, and institutions than is traditional course delivery. It allows universities to multiply students being served with the same resources. The continuing need for qualified teachers, especially teachers of students with disabilities, creates increased potential for developing distance learning programs. Fundamental research for the future of distance learning should address the factors associated with the most effective mix of technology and traditional instruction, the characteristics of students and teachers who profit from distance education experiences, and the importance of interpersonal communication in distance education courses.

Appendix

Student Interview Questionnaire

Introduction "Hello my name is Jody Cenci, and I am a graduate student in the cross-categorical program at UNCG. As I explained in my letter, the university is currently evaluating the NCDEP courses within which you are enrolled. UNCG and partner universities are interested in finding out the initial perceptions of students who are participating in the program. All universities involved want to know how to make the distance learning courses of the partnership a more effective add-on licensure program. In a few minutes, I'm going to ask you some questions about your experience with the NCDEP courses. There are no wrong answers to the questions I will ask you. I am interested in what you think and how things are going for you since you have enrolled in the program. The interview should last about 30 minutes. Is it okay with you if the interview is audiotaped? May I have your permission to use direct quotes from this interview? Your contribution is very important because we will summarize each interviewee's responses and use this information to improve web course effectiveness.

Questions

1. Why did you want to get LD or BEH certification through courses offered over the Internet?
   Probe: Allow for response.
   Probe: In what ways, if any, did the accessibility of the courses through the Internet benefit you?

2. What would be some of the barriers to successful completion of course requirements?

3. What would be some of the facilitators to successful completion of course requirements?

4. To what extent do you believe that as a student, you were prepared to meet the requirements of this course?
   Probe: Did you feel the same way about meeting requirements in courses other than NCDEP courses that you may have taken?
   Probe: To what extent were your "computer literacy" skills adequate to the format of the courses?

5. What, if any, difficulties did you experience with the program or computer?
   Probe: Were you able to successfully send quizzes and assignments as attachments through email?

6. What, if any, of the "mini-lectures" that the program has offered have you attended?
   Probe: Which "mini-lectures" did you find most beneficial? Why is that?

7. To what extent did you believe the organizational meeting at the beginning of the semester gave you adequate information on course requirements, Internet connections, hardware, software, and email?
   Probe: What information did you find most useful from this meeting?
   Probe: What, if any, were the essential components pertaining to the web course that were not addressed at this meeting and should have been?

8. To what extent was the peer interaction in the on-line discussion groups during the course adequate?
   Probe: What information relating to LD/BEH was informative and easily understood from these discussion groups?
   Probe: What information relating to LD/BEH was lacking from these discussion groups?

9. To what extent did you believe the lecture content of the course presented ideas and theories clearly and concisely?
   Probe: What part of that content seems to stand out in your mind?
   Probe: What ideas and theories, if any, are you still unclear on?

10. To what extent do you feel that your professor communicated adequately and gave appropriate feedback to you via email?
    Probe: What was most beneficial from these interactions?
    Probe: How could these interactions be improved?

11. How did the class assignments and projects required of the course demonstrate competency in the licensure area?
    Probe: Specifically what assignments and why?

12. How did the evaluation and grading of the course relate to course objectives?
    Probe: Specifically what evaluations and why?

13. How has this course helped you to improve your effectiveness as a teacher/educator?

Probe: How do you mean?

14. Overall, what was your opinion of this course?
    Probe: How could web course effectiveness be improved?
    Probe: Is there anything else?

Wrap-Up Unfortunately, we are just about out of time. Let me repeat the main points you gave me in your responses.

Closing Statement I want to thank you very much for coming here and talking with me today. I really enjoyed meeting you, and your responses have helped me better understand how the web courses were for you. Do you have any questions? And thank you again for helping me today.

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APPENDIX B

EXAMPLES OF:

STUDENT CORRESPONDENCE
COMPUTER REQUIREMENTS
INFORMATION FLYER
EMAIL ACCOUNTS
ENROLLMENT AND STIPEND INFORMATION
CLASS SCHEDULES

August 3, 2000

Dear Prospective Distance Education participant,

Enclosed you will find the basic information packet for the Distance Education Program and the Add-On Certification Program in Learning Disabilities at UNC Chapel Hill. The following items are included in the packet:

1. Application and residency forms
2. Computer specifications
3. Instructions for acquiring and using email
4. Course listings for Fall 2000
5. Contact list for each participating university
6. Stipend information

Please be aware that in order to enroll in the Add-On Certification Program in Learning Disabilities, you must already be certified to teach in another area. To facilitate processing of applications, please enclose proof of current certification, such as a copy of your certification, with your application. In addition, if you wish to apply to the Add-On Certification Program in Learning Disabilities, check your application. If a label marking your application "Learning Disabilities Certification" is not placed in the top center of the application, please write "Learning Disabilities Certification" at the top of your application or state your intention to apply to the LD Add-On Certification program in a separate note attached to the application.

If you are interested in applying to one of our partner institutions, UNC Greensboro, UNC Wilmington or Western Carolina, please contact the facilitator at that University, using the list provided in the information packet.

Thank you for your interest and please don't hesitate to contact us at (919) 962-9381 if you have further questions.

Sincerely,

David Lillie, Professor
Distance Education Partnership
UNC Chapel Hill
lillie@email.unc.edu

November 22, 2000

Dear Prospective Distance Education participant,

Enclosed you will find the basic information packet for the Distance Education Program and the Add-On Certification Program in Learning Disabilities at UNC Chapel Hill. The following items are included in the packet:

1. Application and residency forms
2. Computer specifications
3. Instructions for acquiring and using email
4. Course listings for Spring 2001
5. Contact list for each participating university

Please be aware that in order to enroll in the Add-On Certification Program in Learning Disabilities, you must already be certified to teach in another area. However, any teacher, whether they are officially certified or not, is eligible to apply and take these courses, for isntance as a means of obtaining yearly professional development credit, the difference being that without prior certification the UNC School of Education cannot recommend you for certification to the NC Department of Public Instruction. To facilitate processing of applications, please enclose proof of current certification, such as a copy of your certification, with your application. In addition, if you wish to apply to the Add-On Certification Program in Learning Disabilities, check your application. If a label marking your application "Learning Disabilities Certification" is not placed in the top center of the application, please write "Learning Disabilities Certification" at the top of your application or state your intention to apply to the LD Add-On Certification program in a separate note attached to the application.

If you are interested in applying to one of our partner institutions, UNC Greensboro, UNC Wilmington or Western Carolina, please contact the facilitator at that University, using the list provided in the information packet.

Thank you for your interest and please don't hesitate to contact us at (919) 962-9381 if you have further questions.

Sincerely,

David Lillie, Professor
Distance Education Partnership
UNC Chapel Hill
lillie@email.unc.edu

April 30, 2001

Dear Prospective Distance Education participant,

Enclosed you will find the basic information packet for the Distance Education Program and the Add-On Certification Program in Learning Disabilities at UNC Chapel Hill. The following items are included in the packet:

1. Application and residency forms
2. Computer specifications
3. Instructions for acquiring and using email
4. Course listings for Summer 2001

Please be aware that in order to enroll in the Add-On Certification Program in Learning Disabilities, you must already be certified to teach in another area. However, any teacher, whether they are officially certified or not, is eligible to apply and take these courses, for isntance as a means of obtaining yearly professional development credit, the difference being that without prior certification the UNC School of Education cannot recommend you for certification to the NC Department of Public Instruction. To facilitate processing of applications, please enclose proof of current certification, such as a copy of your certification, with your application. In addition, if you wish to apply to the Add-On Certification Program in Learning Disabilities, check your application. If a label marking your application "Learning Disabilities Certification" is not placed in the top center of the application, please write "Learning Disabilities Certification" at the top of your application or state your intention to apply to the LD Add-On Certification program in a separate note attached to the application.

Thank you for your interest and please don't hesitate to contact us at (919) 962-9381 if you have further questions.

Sincerely,

Dr. David Lillie, Director
Distance Education Partnership
UNC Chapel Hill
lillie@email.unc.edu

Computer Requirements for NC Distance Learning courses

Connection

You will need a computer with access to the internet. If you are connecting by modem, you will need a modem connection of 28,800 kbs or higher (higher equals faster, meaning it takes less time for pages to load from the web).

Hardware

Your computer must have sufficient memory and processor speed to support the browser software that accesses the web. The minimum standard for a PC is a 386 processor with 8 MB of RAM and 256-color display capability. Macintosh computers should have a 68040 chip or higher and a minimum of 8 MB of RAM; the model number should be LC3 or higher.

Software

You will need Netscape version 4.0 or higher for full use of the website. Other browsers (like Internet Explorer and the AOL browser) may support aspects of the site, but significant functionality may be lost. **Thus, if you try to use another browser for the web courses, you will most likely experience extreme technical difficulties and will have to switch to Netscape anyway.** Download Netscape for free at www.netscape.com (once there, click the Download button). **Note to AOL users**: Although you may continue to use AOL to dial up your internet access (and for email), you should NOT use the AOL web browser for the online courses because it does not have the necessary functions. (This would not be obvious at first, but it would show problems soon enough in areas like the forum and multimedia, and other areas.) Instead, use the NETSCAPE browser. You may download it for FREE at www.netscape.com. This one time, you will need to use the AOL browser in order to get there:

General Download instructions for all users not currently using the Netscape browser: IT'S EASY:

1. Go to www.netscape.com
2. Click the button that says "Download"
3. Follow the next step(s) you are given on the "Download" page to download the browser onto your computer's desktop.
4. Double-click the Installer icon on your computer's desktop to install the browser. Follow all instructions on the installation screens that appear.

Email

You will need an email account. Users without email can presently acquire a free account from any of several companies via the WWW. The sources below are listed for your convenience and are not endorsed or guaranteed by UNC. Instructions and restrictions on enrollment are available on each company's web page:

*MailExcite: www.mailexcite.com
Rocketmail: rocketmail.com
HotMail: www.hotmail.com
Netaddress: netaddress.usa.net
Geocities (includes webpage): www.geocities.com
Yahoo! Mail: www.yahoo.com
Netscape Mail: www.netscape.com

*For your convenience, we have included in this packet an instruction sheet on getting an account with MailExcite. To prevent delays, it is important that you **acquire your email account before course Orientation sessions**. If you have difficulties with this process, please contact Charlie Rowe, our technical support person, at 919-962-9381.

Computer Requirements for NC Distance Learning courses Fall 2000 Semester

Connection

You will need a computer with access to the internet. If you are connecting by modem, you will need a modem connection of 28,800 kbs or higher (higher equals faster, meaning it takes less time for pages to load from the web).

Hardware

Your computer must have sufficient memory and processor speed to support the browser software that accesses the web. The minimum standard for a PC is a 386 processor with 8 MB of RAM and 256-color display capability. Macintosh computers should have a 68040 chip or higher and a minimum of 8 MB of RAM; the model number should be LC3 or higher.

Software

You will need Netscape version 4.0 or higher for full use of the website. Other browsers (like Internet Explorer and the AOL browser) may support aspects of the site, but significant functionality may be lost. **Thus, if you try to use another browser for the web courses, you will most likely experience extreme technical difficulties and will have to switch to Netscape anyway.** Download Netscape for free at www.netscape.com (once there, click the Download button). **Note to AOL users**: Although you may continue to use AOL to dial up your internet access (and for email), you should NOT use the AOL web browser for the online courses because it does not have the necessary functions. (This would not be obvious at first, but it would show problems soon enough in areas like the forum and multimedia, and other areas.) Instead, use the NETSCAPE browser. You may download it for FREE at www.netscape.com. This one time, you will need to use the AOL browser in order to get there:

General Download instructions for all users not currently using the Netscape browser: IT'S EASY:

1. Go to www.netscape.com
2. Click the button that says "Download"
3. Follow the next step(s) you are given on the "Download" page to download the browser onto your computer's desktop.
4. Double-click the Installer icon on your computer's desktop to install the browser. Follow all instructions on the installation screens that appear.

Email

You will need an email account. Users without email can presently acquire a free account from any of several companies via the WWW. The sources below are listed for your convenience and are not endorsed or guaranteed by UNC. Instructions and restrictions on enrollment are available on each company's web page:

*MailExcite: www.mailexcite.com
Rocketmail: rocketmail.com
HotMail: www.hotmail.com
Netaddress: netaddress.usa.net
Geocities (includes webpage): www.geocities.com
Yahoo! Mail: www.yahoo.com
Netscape Mail: www.netscape.com

*For your convenience, we have included in this packet an instruction sheet on getting an account with MailExcite. To prevent delays, it is important that you **acquire your email account before course Orientation sessions.** If you have difficulties with this process, please contact Charlie Rowe, our technical support person, at 919-962-9381.

Summer 2000 Distance Education Courses in Special Ed at UNC Chapel Hill:

Important points to note:

1) After you have submitted your applications to the Office of Continuing Studies, you will be sent a PIN number and information on how to register telephonically or on-line for the Summer 2000 course(s). The official course names and numbers are as follows:

First Summer Session, May 23-June 27, 2000.

Course name: Working with Parents and Families of Children with Learning Disabilities.
Course number: EDSP 224
Section number: 01W
Call number: 30604

Second Summer session, June 29-August 7, 2000.

Course name: Behavior Management
Course number: EDSP 179
Section number: 01W
Call number: 40560

Course name: Internship in Learning Disabilities
Course number: EDSP 340
Section number: 048
Call number: 40566

2) The cost of each on-line course for Summer 2000 sessions will be:

	In-state
3 credit hours (1 course)	$300
6 credit hours **(2 courses)**	$600

3) You may apply to the Continuing Studies Program using the enclosed application materials, or you may apply on their website. If you would like to apply on the web, go first to the webpage at **www.fridaycenter.unc.edu/cs/index.html** and review the information there. If you are not a new postbaccalaureate, determine your status based on the information on this website and fill out the appropriate forms. If you are a new postbaccalaureate, go to **http://www.adp.unc.edu/sis/admissions/cspreapp.html** to complete the application process. Note that when you submit your application, you must include the $55 application fee. For more information on the Continuing Studies application process, call Erin Stephenson at (919) 962-2650.

4) The Office of Continuing Studies will determine your NC residency status based on the information you submit in your application.

5) Information on the sequence of courses required for the Add-On Certification Program at UNC Chapel Hill can be found at the following web address: www.unc.edu/depts/ncpts/coursework. This sequence holds for other universities participating in the North Carolina Distance Education Partnership who also offer Add-On Certification in Learning Disabilities.

The deadlines for receipt of application materials are as follows:

First Session Summer 2000: April 23, 2000 (late applications will incur a $25 late penalty).
Second Session Summer 2000: May 28, 2000 (late applications will incur a $25 late penalty).
Fall Semester 2000: July 20, 2000(late applications will incur a $25 late penalty).

NC Distance Learning Applicants/Participants at UNC Chapel Hill:

For Prospective Applicants:

This packet includes an application to the Add-On Certification Program in Learning Disabilities through the Division of Continuing Studies at UNC-CH.

Important points to note:

1) If you wish to apply to the Add-On Certification Program in Learning Disabilities, please use the enclosed application materials. Further information about the specifics (i.e. transcript requirements, residency forms etc.) can be obtained from the Division of Continuing Education by calling Erin Stephenson at (919) 962-2650.

Note that when you submit your application, you will also need to include a $55 application fee.

2) The Division of Continuing Education will determine your NC residency status based on the information you submit in your application.

The deadlines for receipt of application materials are as follows:

Fall 2000 Semester: July 20, 2000
Spring 2001 Semester: December 1,2000.

Please note that late applications will incur a $25 late penalty.

For Participants and Prospective Applicants:

3) After you have submitted your applications to the Division of Continuing Education, you will be sent a PIN number and information on how to register telephonically for the Fall 2000 course(s). The official course names and numbers are as follows:

Course name:	Introduction to Learning Disabilities.
Course number:	EDSP 322
Section number:	01W
Call number:	82941

Course name:	Educational Evaluation of Students with Disabilities
Course number:	EDSP 247
Section number:	01
Call number:	82929

Course name:	Internship
Course number:	EDSP 340
Section number:	08
Call number:	82821

4) The cost of each on-line course for Fall 2000 Semester will be:

	In-state
3 credit hours (1 course)	$400.50
6 credit hours **(2 courses)**	$597.50

NC Distance Learning Applicants/Participants at UNC Chapel Hill:

For Prospective Applicants:

This packet includes an application to the Add-On Certification Program in Learning Disabilities through the Division of Continuing Studies at UNC-CH.

Important points to note:

1) If you wish to apply to the Add-On Certification Program in Learning Disabilities, please use the enclosed application materials. Further information about the specifics (i.e. transcript requirements, residency forms etc.) can be obtained from the Division of Continuing Education by calling Erin Stephenson at (919) 962-2650.

Note that when you submit your application, you will also need to include a $55 application fee.

2) The Division of Continuing Education will determine your NC residency status based on the information you submit in your application.

The deadlines for receipt of application materials are as follows:

Spring 2001 Semester: December 1,2000.
Summer Sessions 2001: April 1, 2001.
Fall 2001 Semester: July 20, 2000.

Please note that late applications will incur a $25 late penalty.

For Participants and Prospective Applicants:

3) After you have submitted your applications to the Division of Continuing Education, you will be sent a PIN number and information on how to register telephonically for the Spring 2001 course(s). The official course names and numbers are as follows:

Course name: Working with Parents and Family.
Course number: EDSP 224
Section number: 01W
Call number: 22935

Course name: Methods and Materials for Teaching Students with Learning Disabilities
Course number: EDSP 345
Section number: 01W
Call number: 32616

Course name: Internship
Course number: EDSP 340
Section number: 004
Call number: 22970

4) The cost of each on-line course for Spring 2001 Semester will be:

	In-state
3 credit hours (1 course)	$497.50
6 credit hours **(2 courses)**	$742.50

The North Carolina Distance Education Partnership:
For the Preparation and Certification of Teachers in Special Education
UNC-CH

Note: STIPENDS TO ASSIST WITH THE COSTS OF TUITION AND BOOKS FOR THE DISTANCE EDUCATION COURSES ARE AVAILABLE FOR THE SUMMER AND FALL SEMESTER AND MAY BE AVAILABLE FOR THE SPRING SEMESTER.

Purpose

The North Carolina Distance Education Partnership project is designed to facilitate the development and delivery of on-line courses in special education leading to certification in Specific Learning Disabilities. Currently there is a critical shortage of licensed teachers in the special education teaching areas. In addition to the lack of teachers available to hire, there are many teachers employed to teach students with disabilities who are not certified in the specialty area in which they are teaching and lack the skills and knowledge necessary to provide an appropriate education for the students they teach.

Collaboration Across the University of North Carolina Campuses

The University of North Carolina at Chapel Hill is one of ten universities within the UNC system collaborating to provide a series of on-line courses leading to certification in Special Education. UNC-CH is authorized to recommend certification in the area of Specific Learning Disabilities.

Schedule of On-line Courses at UNC-CH

1st Summer Session
- EDSP 224 Collaboration with Parents and Families of Students with Disabilities, 3 Semester Hours
  Instructor: David Lillie

2nd Summer Session
- EDSP 179 Behavior and Classroom Management, 3 Semester Hours
  Instructor: Dan Boudah

Fall Semester
- EDSP 322 Introduction to Teaching Students with Disabilities (Learning Disabilities), 3 Semester Hours
  Instructor: David Lillie
- EDSP 247 Educational Evaluation of Students with Disabilities (Learning Disabilities), 3 Semester Hours
  Instructor: TBA

Spring Semester
- EDSP 231 Methods for Teaching Students with Disabilities (Learning Disabilities), 3 Semester Hours
  Instructor: Dan Boudah
- EDSP 340 Internship, 3 Semester Hours
  Instructor: TBA

On-line Course Development Procedures and Standards

Courses are developed using the LearnNC or the Blackboard Course Info authoring systems which are both available on the LearnNC server. Each course includes, at a minimum, the following course components: (1) syllabus; (2) course content web-pages; (3) an asynchronous on-line forum capability; (4) links to web resources; and (5) electronic forms for submitting projects, case studies, and exams, and (6) anonymous evaluation feedback from participants.

The lecture or content presentations provide instructional content and materials using a variety of mediums including (a) text, (b) pictures, (c) graphs and drawings, (d) video, (e) animation, and (f) sound.

The North Carolina Distance Education Partnership: For the Preparation and Certification of Teachers in Special Education

Note: STIPENDS TO COVER THE COSTS OF TUITION AND BOOKS FOR THE DISTANCE EDUCATION COURSES ARE CURRENTLY AVAILABLE FOR TEACHERS WHO ARE TEACHING OUT OF FIELD IN SPECIAL EDUCATION.

Purpose

The North Carolina Distance Education Partnership project is designed to facilitate the development and delivery of on-line courses in special education leading to certification in areas of Specific Learning Disabilities and/or Behavioral and Emotional Disorders. Currently there is a critical shortage of licensed teachers in the special education teaching areas. In addition to the lack of teachers available to hire, there are approximately 400 teachers employed to teach students with disabilities who are not certified in the specialty area in which they are teaching and lack the skills and knowledge necessary to provide an appropriate education for the students they teach.

Collaboration Across the University of North Carolina Campuses

The University of North Carolina at Chapel Hill coordinates this UNC system partnership which includes Elizabeth City State University, North Carolina Central University, the University of North Carolina at Chapel Hill, the University of North Carolina at Greensboro, the University of North Carolina at Wilmington, and Western Carolina University. During the year 2000, three UNC system universities will be added to the partnership to include Fayetteville State University, North Carolina A & T University, and Winston Salem State University.

The faculty collaboratively plan and deliver a series of on-line courses which are made available for use by partnership members for enrollment of students through their individual campuses. Participants may enroll through any of the partnership campuses.

Courses Available on-line.

Fall Semester
- Introduction to Teaching Students with Learning Disabilities
  Lead Course Developer: David Lillie, UNC-CH
- Methods for Teaching Students with Behavioral and Emotional Disorders
  Lead Course Developer: Lisa Bloom, WCU

Spring Semester
- Introduction to the Education of Students with Behavioral and Emotional Disorders
  Lead Course Developer: Ellen Bacon, NCCU
- Methods for Teaching Students with Learning Disabilities
  Lead Course Developer:: Ada Vallecorsa, UNC-G

Summer Semesters

- Collaboration with Parents and Families of Students with Disabilities
  Lead Course Developer: David Lillie, UNC-CH
- Behavior and Classroom Management
  Lead Course Developer: Tom Oren, WCU

OVER FOR MORE INFORMATION

FOR MORE INFORMATION AND ENROLLMENT PROCEDURES CONTACT:

Elizabeth City State University:
John Dixon
Email: jadixon@mail.ecsu.edu
Telephone: 252-335-3407

North Carolina Central University
Ellen Bacon
Email: ebacon@mindspring.com
Telephone: 919-4039683

UNC-Chapel Hill
David Lillie or Joel Mauger (between 10 and 3 pm)
Email: lillie@email.unc.edu or jmauger@email.unc.edu
Telephone Number: 919-962-9381 or 919-966-7001

UNC- Greensboro:
Susan Gottfried or Dana Bishop
Email: scgot@aol.com or dncopela@uncg.edu
Telephone Number: 336-334-3407

UNC - Wilmington:
Eleanor Wright or Shannon Newbold
Email: wrighte@uncwil.edu or newbolds@orotech.net
Telephone Number: 910-962-3361

Western Carolina University
Tom Oren or Marisa Ray
Email: oren@wcu.edu or mray@wcu.edu
Telephone: 828-227-3290 or 828-227-7310

Course Development Procedures and Standards

On-line Course Standards

Courses are developed using the LearnNC or the Blackboard Course Information authoring systems which are both available on the LearnNC server. Each course includes, at a minimum, the following course components: (1) syllabus; (2) "lecture" web-pages; (3) an asynchronous "seminar" forum capability; (4) links to web resources; and (5) electronic forms for submitting projects, case studies, and exams, and (6) anonymous evaluation feedback from participants.

The lecture or content presentations provide instructional content and materials using a variety of mediums including (a) text, (b) pictures, (c) graphs and drawings, (d) video, (e) animation, and (f) sound.

Email Account Information

Email

You will need an email account. Users without email can presently acquire a free account from any of several companies via the WWW. This type of email account is necessary for users without a home ISP (Internet Service Provider) who use public internet access, for example at their school. The sources below are listed for your convenience and are not endorsed or guaranteed by UNC.

MailExcite: www.mailexcite.com; Rocketmail: rocketmail.com; HotMail: www.hotmail.com; Yahoo! Mail: www.yahoo.com; Netscape Mail: www.netscape.com

Instructions for obtaining MailExcite (Please note that the basic process will be the same for any of the free web-based mail providers; MailExcite is merely used as an example)

Go to www.mailexcite.com and fill out the info form...
As a logon, most people choose their name (e.g. janesmith, smithjane, etc.). Your logon plus @excite.com will be the address you give people when they ask you for your email address (e.g. janesmith@excite.com), so note this down for yourself, along with the password you chose.
Click the Done button.; On the next page, click Go To Excite Mail Now; or scroll down to the bottom and click Continue on.

Your excite mail account opens; in the Inbox there's a new welcome mail from excite. This inbox is where you'd find all messages sent to you. Click on the Subject (Welcome to the New Excite) to read.

To compose a new message, click Compose Mail in the left column.
Send me a test message if you wish. Type rowe@email.unc.edu in the To line; type "New Email!" in the Subject line. Send yourself a CC to test it out (type in your new email address: jane@excite.com, or whatever it is.) Type your message in the large box (e.g. "Hi, here's my email address! etc.)

Click the box called Copy Message to Sent Folder; if you do this each time, you will have a record of all mails you sent, which is wise to do. Then click the Send button.

Excite takes you immediately back to your inbox. Here you see the message you cc'd yourself! (Before leaving, always click Sign Out in the lefthand column. This keeps your email private.)

OTHER FEATURES:

Attachments
If you ever want to attach a whole document to your email, click the Attach button before sending off your message. It will let you select a file from your harddrive. Click Add. This feature may come in handy later in the course.

Folders
It is helpful to create mail folders to sort your mail into. For example, most people group their folders by group name (e.g., education) or senders' names (e.g. one for Mary, one for Joe). Click Mail Folders in the left column. Click Create a new Folder. Name your folder and click Save. Your new folder will be listed along with Inbox, Sent(mail), and Trash under Mail Folders in the left column.

Address book
Good for keeping addresses handy for you at your email account.

Preferences
View these to set up your mail system the way you like it.

If you have problems creating or using your email account, please contact Charlie Rowe (rowe@email.unc.edu, or 919-962-9381).

April 5, 2000

Registration, Stipend and Tuition Payment Handbook
for
UNC Chapel Hill Distance Education Participants

Dear Spring 2000 Distance Education participants at UNC CH,

This handbook is designed to clarify the responsibilities for both students and the Distance Education Partnership concerning stipends, registration and payment of tuition. After reading this, participants should clearly understand their responsibilities and their options regarding the payment of tuition and fees so that problems with registration for subsequent terms will be avoided. Please note that as a participant in the NC Distance Education Partnership Program, you bear a greater share of the responsibility for both your coursework and the timely resolution of tuition payment and course registration than students in a traditional learning environment.

If you have any problems dealing with any aspect, technical, registration, amount of tuition to be paid etc., of the LD/Special Ed Distance Education program at UNC Chapel Hill, please contact Joel Mauger (jmauger@email.unc.edu) or Charlie Rowe (rowe@email.unc.edu) immediately by email or by phone at (919) 962-9381. The sooner you notify them of a problem, the sooner they can help you resolve it.

Distribution of stipends

Stipends covering tuition and fees for Distance Education participants at UNC CH are currently part of the grant that finances our program and the availability of stipends changes from semester to semester. Stipends are sent out upon successful completion of the course in which a participant is enrolled. If a participant does not successfully complete a course, a stipend will not be awarded and the participant is responsible for paying any tuition and fees owed for that course. A participant who takes an incomplete for a course will receive their stipend when the incomplete has been resolved to the satisfaction of the course instructor. Resolution of an incomplete is the responsibility of the participant and they must make arrangements to do this in consultation with the instructor.

Registration for Summer Sessions 2000 and Fall Semester 2000

A. First Summer Session 2000 (May 23-June 27, 2000)

Preregistration dates: March 24-April 12, 2000. Please note that if you do not defer tuition as described below or pay when you receive the bill for tuition, your schedule will be canceled on May 5, 2000.

Term registration: May 17-May 22, 2000 (Late registration for First Summer session begins on May 23 and ends on May 24, 2000). To register during the term registration period, you must prepay the expected amount of tuition before being allowed to register (it usually takes the system a day to clear your account so do this as early in the registration period as possible). If you register during the two days of late registration for First Summer session 2000, you must also include a $10 late fee in your prepayment of tuition.

Summer Session Tuition rates: $105 per credit hour.
1 three hour course: $315
2 three hour courses: $630

LD Certification/Special Ed Distance Education Courses, First Summer Session 2000:

Working with Parents and Family of Children with Learning Disabilities (Dr. David Lillie)
EDSP 224 01W; Call Number: 30604; Credit Hrs: 3

B. Second Summer Session 2000 (June 29-August 4, 2000)

Preregistration dates: March 24-May 19, 2000. Please note that if you do not defer tuition as described below or pay when you receive the bill for tuition, your schedule will be canceled on June 13, 2000.

Term registration: June 22-June 28, 2000 (Late registration for Second Summer session begins on June 29 and ends on June 30, 2000). To register during the term registration period, you must prepay the expected amount of tuition before being allowed to register (it usually takes the system a day to clear your account so do this as early in the registration period as possible). If you register during the two days of late registration for Second Summer session 2000, you must also include a $10 late fee in your prepayment of tuition. (see table below for Summer session tuition rates)

Summer Session Tuition rates: $105 per credit hour.
1 three hour course: $315
2 three hour courses: $630

LD Certification/Special Ed Distance Education Courses, Second Summer Session 2000:

Behavior Management (Dr. Dan Boudah)
EDSP 179 01W; Call Number: 40560; Credit Hrs: 3.

LD Internship (Dr. David Lillie)
EDSP 340 048; Call Number: 40566; Credit Hours: 3.

C. Fall Semester 2000 (June 29-August 4, 2000)

Preregistration dates: March 25-June 28, 2000. Please note that if you do not defer tuition as described below or pay when you receive the bill for tuition, your schedule will be canceled on August 2, 2000.

Term registration: August 19-August 28, 2000 (Late registration for Fall Semester 2000 begins on August 22 and ends on August 28, 2000). To register during the term registration period, you must prepay the expected amount of tuition before being allowed to register (it usually takes the system a day to clear your account, so do this as early in the registration period as possible). If you register during the week of late registration for the Fall 2000 semester, you must also include a $10 late fee in your prepayment of tuition. (see table below for Fall Semester 2000 tuition rates).

Fall 2000 semester Tuition rates: 1 three hour course: $400.50
2 three hour courses: $597.50

D. Quick Guides to Registration by Phone or on the Web at UNC Chapel Hill:

1. QUICK REFERENCE GUIDE FOR TELEPHONE REGISTRATION

Access telephone registration at: 962-8621 (local) or 1-877-962-8621 (toll free)

When prompted for ACTION CODE enter:
7001# for Graduate/Undergraduate Students

Enter TERM CODE:
003# for First Summer Session 2000
004# for Second Summer Session 2000
009# for Fall Semester 2000

Enter PERSON ID NUMBER (PID):
A nine digit number assigned to you by the University:
Ex. 123456789#

Enter PERSONAL I.D. NUMBER (PIN):
A four-digit number assigned to each student, available from Continuing Studies (919-962-1134) or your departmental Dean's Office:
Ex. 1234#

To ADD, you must obtain the five-digit course call number of the class:
Ex. 2* 12345#

To DROP, you must obtain the five-digit course call number of the class:
Ex. 3* 12345#

COURSE INQUIRY checks on the availability of a course or your status in a course:
Ex. 1* 12345#

LIST your courses:
5#

CANCEL ENTRY before it is completed:
*#

TERMINATE your call:
8#

KEY AHEAD: To expedite your registration, you may enter data ahead of the voice responses to your transactions.

N.B.: To obtain a detailed description of the phone registration process on-line, go to the following address: http://regweb.oit.unc.edu/handbook/current/phonecodes.html

2. Quick Reference Guide for Web Registration

Access web registration at: http//: studentcentral.unc.edu

Enter your PID and your PAC in the provided field and press "submit."

(Note that in previous terms your PAC has been set to your birthday [MMDDYY] unless you choose to change it after you first access the system. If this does not work, you may obtain your PAC from the UNC Chapel Hill Registrar's Office in the following ways:

a. Calling (919) 962-3954. Have your PID ready when you call.
b. Stopping by the office located in Room 105, Hanes Hall.
c. Submitting your request in writing to: CB#2100, Chapel Hill, N.C. 27599-2100.)

Enter your PIN number in the provided field and choose the appropriate semester from the pulldown menu, then press "GO."

TO ADD, you may use either the course ID or the Call # shown under "Registration Options" to register for courses. Course ID's and Call #'s for Summer and Fall 2000 can be found in the Directory of Classes (http://www.ais.unc.edu/sis/clsched/csbhome.html).

Ex. ENGL010A or 12345

To DROP a course, click on the button next to the course displayed under your schedule, and then click on the submit button located at the bottom of the "Registration Options" section. Note: Until you have registered for at least one class, no schedule appears under the schedule section.

To SEARCH, you must enter course information using the Course ID convention as indicated above. After you enter the subject abbreviation, tab to the next block and enter the course number. The system then displays sections of the course that will fit your schedule, sections of the course that you can waitlist, and sections of the course that have open seats, but do not fit your schedule. The nbr. column on the list of sections that you can waitlist denotes the number of persons currently on that section's waitlist.

To EXIT the system, you should click on "File" in the upper left corner of your screen and then click on "Exit", or click on the "X" in the upper righthand corner of Netscape. For security reasons, you do not want to use the "Back" button on Netscape to exit the system. Never get up from a public workstation and leave your schedule on the screen or your web registration session active.

PLEASE NOTE:
The web registration system times out in 10 minutes if no activity occurs during your session. If 10 minutes passes with no activity (no drops, adds, waitlist, search for courses), you will be returned to the sign-on page of Student Central.

For a more detailed on-line description of Web registration at UNC Chapel hilll, go to the following address: http://regweb.oit.unc.edu/handbook/current/regwww.html

If, after reading these guides and attempting to register, you still encounter problems with the registration system, contact Joel (jmauger@email.unc.edu) or Charlie (rowe@email.unc.edu) immediately by email or by phone at (919) 962-9381.

Payment of Tuition by Participants

Participants are responsible for paying all fees and tuition at the time they receive a bill from the UNC Chapel Hill Cashier's Office. We encourage you to do this so as to avoid any problems with course registration for subsequent terms. If you have received a deferment before, check your bill to see if it shows that you have received aid previously and have consequently been automatically deferred for the next term. The Cashier's Office started doing this within the last year or so in order to cut down on the processing time for deferments. If you cannot, or prefer not to, pay the bill at the time it is received and you have preregistered for the term to which the bill applies, you can defer payment of the tuition.

A. Tuition Deferment (available only to participants who have preregistered)

1. Turn your bill over.
2. In the space on the back, write that you will be receiving a stipend to cover your tuition and fees.
3. Sign and date the back of the form.
4. Mail the dated and signed bill back to the Cashier's Office and they will defer payment of your tuition until the end of the semester.
5. When you receive your stipend at the end of the semester, wait for the Cashier's Office to mail you a bill or call them at (919) 962-1368 to find out the amount you owe and then use the stipend money to pay your bill

One problem that might prevent a participant from deferring tuition or registering occurs when the tuition and fees from the previous term have not been paid. This often happens when a participant withdraws during one term and arranges to be readmitted for the next term. Also be aware that if you withdraw during a term, you still owe the tuition and fees for the course and the Distance Education Partnership will not provide a stipend for students who drop a course.

B. How to Prepay Tuition at UNC Chapel Hill

Prepayment of tuition is required during term and late registration periods. If you do not prepay, the registration system will not allow you to sign up for a course until the Cashier's Office has confirmed that you have prepaid your tuition (This does not happen during Pre-Registration, see above explanation of tuition deferment). The UNC Chapel Hill Cashier's Office currently accepts tuition payments in the following two ways:

1. In person at the Cashier's Office, 103 Bynum Hall. When paying in person, you may use cash, check or credit card. Anyone faced with the prospect of registering during the various late registration periods should come to the Cashier's office and prepay their tuition plus $10 late fee in person.

2. By phone using MasterCard or Visa. Call (919) 962-8621 and select the menu option for paying tuition by credit card. Follow the verbal instructions given by the phone system. Be sure that you know the exact amount to be prepaid and that you have your credit card number available. Make sure that the amount etc. repeated back to you by the system is correct before confirming the transaction.

If you have any problems with payment of tuition, contact Joel (jmauger@email.unc.edu) or Charlie (rowe@email.unc.edu) immediately by email or phone.

C. Checking on the Status of Your Account at UNC Chapel Hill

To check on the status of your account, call the UNC Cashier's Office at (919) 962-1368 or contact Joel by email (jmauger@email.unc.edu) or by phone at (919) 962-9381. You may also access your account on-line through http://studentcentral.unc.edu. The Student Central website will also let you know if any other type of hold has been placed on your account, but financial holds are the type most likely to be encountered by a Distance Education participant. Again, if you have any problems using the Student Central system, contact Joel or Charlie by email or phone immediately.

NORTH CAROLINA
DISTANCE EDUCATION PARTNERSHIP

STIPEND SUPPORT

The project will be able to provide stipend support to assist participants enrolled in distance education courses with tuition and textbook costs (please note that application fees are not included in the stipend process). We will not know if the funds available will cover the *total* tuition and textbook costs until we finalize enrollment across the participating campuses. **The project cannot reimburse non-residency tuition costs.** If you have recently moved to North Carolina, please review the enclosed information concerning applying for residency status. However, North Carolina law states that if (a) you are an out-of-state resident teaching in North Carolina **and** (b) you are required by your North Carolina school system to complete these courses in order to continue teaching in the North Carolina system, you will be able to enroll as an in-state student for tuition purposes. The law (amendment to Chapter 116 of the General Statutes) reads:

"Notwithstanding G.S. 116-143.1, any teacher or other personnel paid on the teacher salary schedule who (i) has established a legal residence (domicile) in North Carolina and (ii) is employed full-time by a North Carolina public school, shall be eligible to be charged the in-State tuition rate for courses relevant to teacher certification or to professional development as a teacher."

UNC SYSTEM DISTANCE LEARNING PARTNERSHIP
FALL SEMESTER 1998
STUDENT INFORMATION/REIMBURSEMENT FORM

Elizabeth City State UNC Wilmington
UNC Chapel Hill UNC Greensboro
Western Carolina

PERSONAL INFORMATION

Name: ______________________________

Address: ______________________________
____
____

Phone: H: ( )__________ W: ( )__________

email: ______________________________

Program: ______BED ______SLD ______Courses Only

Degrees Earned______________________________

Certification(s)______________________________

What course or courses are you enrolled in for Fall '98 ?____________________
____

REIMBURSEMENT INFORMATION (Check applicable lines)

I have incurred the following expenses for the Fall '98 semester:

Tuition:
_______Elizabeth City State
_______UNC Chapel Hill
_______UNC Greensboro
_______UNC Wilmington
_______Western Carolina

Book(s):
_______Intro. to Teaching Emotionally Disturbed Children
_______Introduction to Learning Disabilities

Late Fees:
_______Elizabeth City State
_______UNC Chapel Hill
_______UNC Greensboro
_______UNC Wilmington
_______Western Carolina

Signature______________________________ Date____________

Social Security No.____________________

Stipend Payments DEP Fall 98

Average Payment by University/Class

Elizabeth City State University

3 students

Tuition: $201
Book(s): 74
Late Fee: 25

Tot/Avg.: $300

UNC Greensboro (22 students)

Tuition: $395 or $370 (3 hrs.); $790 (6 hrs.; 1 student)
Book(s): 74 or 70

Avg. (3 hrs.): $476.55
Avg.: (6 hrs.): $934

UNC Wilmington (10 students)

Tuition: $213
Book: 74

Avg./Tot: $287

Western Carolina (4 students)

Tuition: $236 or $316
Book(s): 70 or 74
Late Fee: 10

Avg.: $332

UNC Chapel Hill (34 students)

BED (6 students)

Tuition: $365 (CS 3 hrs.) [$704 (Grad 3 hrs.)]
Book: 70
Late Fee: 25

Avg./Tot: $460

LD (26 students)

Tuition: $365 (CS 3 hrs.) [$704 (Grad 3 hrs.)]
Book: 74
Late Fee: 25

Avg./Tot: $464

Both (2 students; not included in above figures)

Tuition:	$542 (CS 6 hrs.) [$915 (Grad 6 hrs.)]
Books:	144
Late Fee:	25
Tot/Avg.:	$711

(UNC-CH Full time Grad tuition i.e. 9hrs+ is $1,126.46)

Proposed NCDEP Stipend Schedule
Spring 99

January 6, 1999

Classes begin at UNC-CH.

February 15, 1999

Partner universities send Joel all of the NCDEP Student Information/Stipend forms for students whose participation in Spring Distance Education courses has been verified. Joel will also double-check participation and enrollment with each instructor prior to beginning the stipend process.

Send forms etc. to:

Joel Mauger
Distance Education Partnership
School of Education CB 3500
UNC Chapel Hill
Chapel Hill, NC 27599-3500

March 1, 1999

Begin submission of check request paperwork for Distance Education stipends with March 15, 1999 as a target date for mailing out the first group of checks.

N.B.

PLEASE ENCOURAGE ALL STUDENTS TO PAY THEIR TUITION WHEN THEY RECEIVE THEIR BILL. THIS WILL AVOID ANY LATE PAYMENT AND REGISTRATION PROBLEMS AND ENSURE THAT TEACHING LOADS ETC. ARE NOT ADVERSELY AFFECTED BY STUDENTS WHO PUT OFF PAYING TUITION UNTIL THEY RECEIVE THEIR STIPEND PAYMENT.

North Carolina Distance Education Partnership

Spring 2001 Schedule for Distance Education

	BED Methods	Behavior Management	Intro to LD	LD Methods	LD Internship	Parents/Collaboration
ECSU	TBA	TBA	TBA	TBA	TBA	TBA
FSU	TBA	TBA	TBA	TBA	TBA	TBA
NCA&T	TBA	TBA	TBA	TBA	TBA	TBA
NCCU	-	-	-	-	-	-
UNC-CH				✓ Facilitator: Dan Boudah boudah@email.unc.edu	✓ Facilitator: Peggy Weiss pweiss@email.unc.edu	✓ Facilitator: Peggy Weiss pweiss@email.unc.edu
UNC-G		✓ Facilitator: Kate Hibbard khibbard33@hotmail.com	✓ Facilitator: Stephanie Kurtts sakurtts@uncg.edu	✓ Facilitator: Beth Holder bholder99@msn.com		
UNC-W		✓ Facilitator: Eleanor Wright wrighte@uncwil.edu		✓ Facilitator: Eleanor Wright wrighte@uncwil.edu	TBA	
WCU	-	-	-	-	-	-
WSSU	TBA	TBA	TBA	TBA	TBA	TBA

BEST COPY AVAILABLE

North Carolina Distance Education Partnership

Fall 2000 Schedule for Distance Education

	BED Methods	Behavior Management	Intro to LD	LD Methods	LD Internship	Parents/Collaboration
ECSU			✓ Facilitator: John Dixon jadixon@mail.ecsu.edu			
FSU		✓ Facilitator: Ernest McNeill emcneill@uncfsu.edu	✓ Facilitator: Ernest McNeill emcneill@uncfsu.edu			
NCA&T						
NCCU						
UNC-CH			✓ Facilitator: Dan Boudah boudah@email.unc.edu		✓ Facilitator: Peggy Weiss pweiss@email.unc.edu	
UNC-G	✓ Facilitator: Kate Hibbard khibbard33@hotmail.com		✓ Facilitator: Stephanie Kurttssakurtts@naz.edu	✓ Facilitator: Beth Holder bholder99@msn.com		
UNC-W	✓ Facilitator: Eleanor Wright wrighte@uncwil.edu		✓ Facilitator: Eleanor Wright wrighte@uncwil.edu			
WCU	✓ Facilitator: Lisa Bloom bloom@wcu.edu					
WSSU						

NC Distance Education Partnership Courses in Special Education

Fall 2000

The following courses will be offered on the Web for Fall 2000. Each participating university is offering courses using their own course name and numbering system. You can enroll for any course(s) at your nearest partner university.

Institution	Course	Contact
UNC-Chapel Hill	**EDSP 322 01W** Introduction to Learning Disabilities	Joel Mauger jmauger@email.unc.edu or Charlie Rowe rowe@email.unc.edu 919-962-9381
	EDSP 247 01 Educational Evaluation of Students with Disabilities	
UNC-Greensboro	**SES 688A-81** Methods for Teaching Students with Learning Disabilities	Stephanie Kurtts edufun51@aol.com or Suzanne Williams 336-334-3447
	SES688B-81 Instructional Methods for BED	
	SES 688C-81 Introduction to Learning Disabilities	
UNC-Wilmington	**EDN 495-93** Introduction to LD	Eleanor Wright wrighte@uncwil.edu 910-962-3361
	EDN 495-94 Teaching Students with BED	
Western Carolina University	Instructional Methods for BED	Tom Oren oren@wcu.edu 828-227-3290 or Marissa Ray mray@ wcu.edu 828-227-7310

NC Distance Education Partnership Courses in Special Education

Fall 2000

The following courses will be offered on the Web for Fall 2000. Each participating university is offering courses using their own course name and numbering system. You can enroll for any course(s) at your nearest partner university.

Institution	Course	Contact
UNC-Chapel Hill	**EDSP 224 01W** Working with Parents and Family of Children with Disabilities	Joel Mauger jmauger@email.unc.edu or Charlie Rowe rowe@email.unc.edu
	EDSP 345 01W Methods and Materials for Teaching Students with Learning Disabilities	919-962-9381
UNC-Greensboro	**SES 688A-81** Methods for Teaching Students with Learning Disabilities	Stephanie Kurtts edufun51@aol.com or Suzanne Williams 336-334-3447
	SES688B-81 Instructional Methods for BED	
	SES 688C-81 Introduction to Learning Disabilities	
UNC-Wilmington	**EDN 495-93** Introduction to LD	Eleanor Wright wrighte@uncwil.edu 910-962-3361
	EDN 495-94 Teaching Students with BED	
Western Carolina University	Instructional Methods for BED	Tom Oren oren@wcu.edu 828-227-3290 or Marissa Ray mray@ wcu.edu 828-227-7310

NC Distance Learning participants at UNC:

This packet includes an application for Continuing Studies at UNC.

Important points to note:

1) After you have submitted your applications to the Office of Continuing Studies, you will be sent a PIN number and information on how to register telephonically or on-line for the Spring 2000 course(s). The official course names and numbers are as follows:

Course name: Working with Parents and Families of Children with Learning Disabilities.
Course number: EDSP 224
Section number: 01W
Call number: 22810

Course name: Teaching Children with Learning Disabilities (LD Methods)
Course number: EDSP 231
Section number: 01W
Call number: 22815

Course name: Internship
Course number: EDSP 340
Section number: 004
Call number: 30623

2) The cost of each on-line course for Spring 2000 Semester will be:

	In-state
3 credit hours (1 course)	$400.50
6 credit hours **(2 courses)**	$597.50

3) You may apply to the Continuing Studies Program using the enclosed application materials, or you may apply on their website. If you would like to apply on the web, go first to the webpage at **www.fridaycenter.unc.edu/cs/index.html** and review the information there. If you are *not* a new postbaccalaureate, determine your status based on the information on this website and fill out the appropriate forms. If you *are* a new postbaccalaureate, go to **http://www.adp.unc.edu/sis/admissions/cspreapp.html** to complete the application process.

Note that when you submit your application, you will also need to include a $55 application fee.

4) The Office of Continuing Studies will determine your NC residency status based on the information you submit in your application.

5) Information on the sequence of courses required for the Add-On Certification Program at UNC Chapel Hill can be found at the following web address: www.unc.edu/depts/ncpts/coursework. This sequence holds for other universities participating in the North Carolina Distance Education Partnership who also offer Add-On Certification in Learning Disabilities.

The deadlines for receipt of application materials are as follows:

Spring 1999 Semester: December 1,1999 (late applications will incur a $25 late penalty).

NC Distance Learning Courses in Special Education

Fall 1999

Three courses will be offered on the Web Fall 1999: Intro to Learning Disabilities, Methods and Material for Teaching LD, and Methods and Materisl for Teaching BED. Each participating university is offering courses using their own course name and numbering system. You can enroll for any course(s) at your nearest partner university.

Institution	Course	Contact
Elizabeth City State University	**SPED 340** Intro to Learning Disabilities **SPED 335DL** Seminar in Behavioral/ Emotional Disorders (Intro to BED) **EDUC 420DL** Methods and Materials for Teaching LD	John Dixon dixonja@alpha.ecsu.edu 252-335-3342
UNC-Chapel Hill	**EDSP 322** Seminar in Learning Disabilities (Intro to LD) **EDSP 231 01W** Methods and Materials for Teaching LD BED Methods	Joel Mauger jmauger@email.unc.edu or Charlie Rowe rowe@email.unc.edu 919-962-9381
UNC-Greensboro	**CUI 688b-81** Seminar in Behavioral and Emotional Disorders (Intro to BED) **CUI 688c-81** Seminar in Learning Disabilities (Intro to LD) **CUI 688a-81** Methods and Materials for Teaching LD BED Mthods	Judy Niemeyer niemeyer@dewey.uncg.edu 336-334-3447
UNC-Wilmington	**EDN 495-94** Seminar in Learning Disabilities (Intro to LD) **EDN 495-96 Seminar in Behavioral/ Emotional Handicaps** (Intro to BED) **EDN 495-93** Methods and Materials for Teaching LD BED Methods	Eleanor Wright wrighte@uncwil.edu 910-962-3361 (h) 910-686-0923 (w)
Western Carolina University	**EDPY 493-71** Special Topics: Characteristics of Students with Behavior Disorders (Intro to BED) BED Methods	Marissa Ray mray@wpoff.wcu.edu 828-227-7310

NC Distance Learning courses in Special Education

Spring 1999

Three courses will be offered on the Web this spring: two in Learning Disabilites, and one in Behavioral/Emotional Disabilities. Intro to LD and Intro to BED are being repeated from Fall 1998. Each participating university is offering courses using their own course name and numbering system. You can enroll for any course(s) at your nearest partner university.

Institution	Course	Contact
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North Carolina Central University	**EDEC 5150** Characteristics of Children and Youth with Behavioral Disorders (Intro to BED)	Ellen Bacon ebacon@mindspring.com 919-560-5174
UNC-Chapel Hill	**EDSP 322** Seminar in Learning Disabilities (Intro to LD) **EDSP 231 01W** Methods and Materials for Teaching LD *Note: Intro to BED is being offered this semester through enrollment at NCCU	Joel Mauger jmauger@email.unc.edu or Charlie Rowe rowe@email.unc.edu 919-962-9381
UNC-Greensboro	**CUI 688b-81** Seminar in Learning Disabilities (Intro to BED) **CUI 688c-81** Seminar on Behavioral and Emotional Disorders (Intro to LD) **CUI 688a-81** Methods and Materials for Teaching LD	Judy Niemeyer niemeyer@dewey.uncg.edu 336-334-3447
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Western Carolina University	**EDPY 493-71** Special Topics: Characteristics of Students with Behavior Disorders (Intro to BED)	Marissa Ray mray@wpoff.wcu.edu 828-227-7310

NC Distance Learning courses in Special Education

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APPENDIX C

ADVISORY BOARD MEETINGS

NC Distance Education Partnership in Special Education
On-Line Course Development, Delivery and Authoring Policy
Draft 6/18/1998

Introduction

The North Carolina Distance Education Partnership in Special Education is a unique partnership that involves faculty from five University of North Carolina campuses and the North Carolina Department of Public Instruction. The project is funded by the U.S. Department of Education to plan and conduct distance education courses leading to certfication for teaching Behavioral and Emotional Handicapped students and students with Learning Disabilities.

Courses currently taught by facaulty members on the campuses of the participating universities will be identified by the partnership to be redesigned and taught as distance education courses. The purpose of this document is to establish a program policy governing the copyrights to scholarly works developed by faculty members of the participating universities for the purpose of providing on-line and teleconference courses.

Because of the innovative nature of the project, traditional university policies governing definitions of schlarly productivity, academic freedom, and faculty copyrights need to examined and reconfirmed or modified to address instructional materials planned, developed and/or written for the purpose of providing on-line and teleconference courses.

Procedures Involved in Developing and Conducting On-Line Courses

The partnership has established the following sequence of events as courses are planned, developed, written, delivered, managed and evaluated.

1. A faculty member from one of the participating universities will be selected by the partnership to be the "Development Instructor" (DI) for the course. Following the competencies/instructional objectives identified by the partnership, the responsibilities of the DI will include (a) developing the course syllabus, (b) writing the course content which will include a content outline, content text, and annotated study notes, (c) scripting and developing and/or selecting pictures, graphics, video and/or sound instructional materials to be used as part of the course instructional text, (d) identification of internet URLs to be linked to the course content, (e) identification of articles, readings and other instructional materials to be used to facilitate students attainment of the competencies/instructional objectives, and
(f) planning and writing classroom instructional performance portfolio projects to be used by all campuses offering the course to include criteria for grading. All instructional materials written, developed, or identified will be either created and written by the DI or, appropriate permissions (informed consent to use in the course) will be obtained for materials not created and written by the DI.

2. An on-line course authoring system, developed by staff members of LearnNC, a University of North Carolina at Chapel Hill program, will be used to facilitate the translation of the instructional content and materials to the Wold Wide Web. The courses

will be accessable through the LearnNC official web page and will reside on a LearnNC server computer.

3. The DI will be trained by the NC Distance Education Partnership staff in the use of the LearnNC course authoring system. Once the DI is trained she/he will, with the assistance of the partnership staff, transfer/translate the course content and instructional materials to an on-line course using the LearnNC authoring system.

4. Partnership universities participating in offering the on-line course from their campus will identify a course instructor/facilitator for their campus. The instructor/facilitator identified on each campus should be approved by the DI. The DI and staff from the partnership will train the facilitators from each participating campus before the beginning of the semester in which the course is to be offered. The extent to which the DI interacts with students enrolled through campuses other than the DIs home campus will be negotiated between the DI and each campus offering the course.

Faculty Rights to Course Content and Instructional Materials

The current policy at UNC-CH guiding the ownership of the results of faculties scholarly activities will be followed as it applies to instructional text and materials developed by a faculty member of one the UNC-CH campuses (see Faculty Handbook UNC-CH, Section III, pages 31 and 32 - Faculty Rights and Responsibilities and Academic Freedom and Patent and Copyright Procedures, The University ofNorth Carolina at Chapel Hill, January 1, 1994, Copyright Procedures, Pages 6 and 7 attached). Accordingly, the following policies are recommend to govern copyrights to scholarly materials developed by faculty and transferred for use on the World WideWeb using the University owned LearnNC authoring system and internet server.

1. Faculty members engaged in the development and delivery of an on-line, internet-based course, have the rights to copyright, publish, and/or enter into agreement for publishing, any course content and/or instructional materials which they have developed for the purposes of authoring an on-line or teleclass course. The faculty member's copyrights includes entering into agreements with publishers or distributors to use the course content and materials for a World Wide Web course using their own html authoring skills or other, html authoring systems.

2. When a faculty member uses a LearnNC authoring system for the purpose of translating the content of the text and/or materials which she/he has written into a course presented on the World Wide Web, the faculty member and the University are joint owners of the translated components of the course--the web site presentation of the on-line course and/or the video tapes produced for a teleclass course. Accordingly, if the unversity or the faculty member desires to use the translated web-based course beyond the semester or time period for which it was origninally developed, both joint owners must agree to the resuse and written permission must be obtained.

3. Digitized Instructional Materials - ownership depends on who developed them Faculty, Joint, University.

NCDEP Advisory Group Meeting
Teleconference
June 28, 2000

Summary of Discussion/Recommendations
Submitted by David Lillie

Eleanor Wright, Ada Vallecorsa, and David Lillie met and discussed several topics. The topics and brief summaries of our discussion are provided below.

NCDEP/UNC-CH Grant Extension

UNC-CH will request a 6 month extension of the NCDEP grant to allow us provide stipends and student support (Charlie Rowe and Joel Mauger) through the Spring semester. We will have around $30,000 left in the budget for student support through the Spring Semester. We will also ask Fred Baars if a portion of the SIG grant stipends funds can be set aside to help support NCDEP students across campuses. The grant will be able to support Charlie Rowe and Joel Mauger through 12/31/00. John Dixon has agreed to support them through the ECSU NCDEP during the extension period.

The big news for me is that I will be retiring from UNC-CH as of September 1, 2000. However, I will continue to direct the NCDEP project during the 2000-2001 academic year. I will continue to supervise Charlie and Joel and coordinate the project for approximately 20% of my time. Beginning on September 1, I will be moving to UNC General Administration to direct the Network Coordination Center for the State Improvement Grant under the direction of Charles Coble. This center, and 8 regional staff development "Best Practices" centers will comprise the main thrust of the SIG grant. Lowell Harris is the Principal Investigator and Fred Baars is the SIG Project Director.

Plans for Continuation

We discussed different alternatives for continuation of the partnership. These alternatives are listed below. There was no closer on which alternative we would recommend. This discussion led into a discussion of issues which we want to address in any continuation effort.

1. CPC through UNC-GA will write a personnel prep proposal to continue the distance education partnership

2. Request LearnNC to host all courses in the program

3. Ask UNC-GA to host courses on their website.

Issues Related to Continuation

Course update and authorship was discussed. The group felt that it is important that their be a lead faculty member who has been involved in the development of the course to continue to be responsible for the course relative to course improvement and updates. Courses should not be developed and then offered randomly, in-state or out-of-state. The course would be out of date within a year. The partnership should be responsible for assuring that the course is updated and if at all possible the original development faculty member or team should be responsible for continuing with updates and changes. Course development and update responsibilities should not be passed on from one faculty member to another without permission of the developing faculty member. This does not mean that a new course on the same topic, i.e., Introduction to Learning Disabilities, could not be developed by another faculty member in the partnership. This option should be available as a partnership decision and function.

Schedule of Classes for Fall, 2000 and Spring, 2001

Fall, 2000

LD Intro (Developer - David Lillie)
LD Methods (Developer - Ada Vallecorsa)
BED Intro* (Developer - Ellen Bacon)
BED Methods* (Developer - Lisa Bloom)

* We still have to get confirmation from Ellen Intro) and Lisa (Methods) to offer these two courses

Spring, 2001

All of the courses offered in the fall plus,

LD Collaboration: Parents and Other Professionals (Developer - David Lillie)
Assessment of Students with Disabilities (Developer - Ada Vallecorsa)

Program Evaluation

We discussed the need to collect data from students that have taken several courses in the NCDEP project. I have developed an online Competency Survey for students to fill out who are close to exiting the program. The survey can be found at <http://www.unc.edu/depts/ncpts/coursework/>
There are 3 versions of the survey, one for PC users to print out, one for Mac users to print out and one that can be filled out and submitted online.
The group felt that is important that we have as many students as possible fill out the form and submit it.

E Learning Advisory Board/CPC Meeting
Friday, June 22, 2001
University of North Carolina
General Administration

MEETING NOTES

ATTENDEES

Dr. David Lillie-NCSIP
Bern Becker-Eduprise
Carlene Schafer-Eduprise
Edrie Mgreer-Eduprise
Ada Vallecorsa-UNCG
John Dixon-ECSU
Ernest McNeill-FSU
Richard White-UNC Charlotte
Dr. Luane Jordan-UNC Charlotte

NOTES

Update on UNCGA E Learning System

Following a round of introductions, the meeting began with a question posed to the group from Richard White (UNC-C), addressing the need for collaboration between campuses, how that will best work, as well as the idea of working off a multi-platform system, i.e Blackboard and Web CT. When asked directly about the possibility of adding a program that grows to different platforms, Bern Becker explained that it is happening at the learning objective level, and that such sharing necessitates a defined policies and procedures manual at the outset. John Dixon also questioned what level of collaboration between educational institutions would be pursued….by collaboration, do we mean just CPC, or all faculty members in Special Education Departments. In that CPC includes all Special Education programs the sense of the discussion was that all campuses will be invited to participate.

Ada Vallecorsa then raised the questions about defining what is meant by an on-line course in terms on planning and developing courses. Are we talking about "Web Enhanced", (courses that use the Web for some instruction, as well as classroom instruction) vs "Web Defined," (courses that are 100% online courses.) The consensus of the discussion was that courses should be developed as 100% online, leaving it up to individual instructors the amount of classroom time, if any, that they wanted to include with the course.

Establish Goals for NCRISE e- Learning System

The following Goals for NCRISE E Learning System were established:

1) Improve access to coursework to facilitate growth in the numbers of teachers licensed as well as the quality of teachers in Special Education in N.C.

2) Collaboration across campuses and systems in the sharing of on-line courses -Sharing will be on a volunteer basis, with the CPC deciding what courses will be offered through the on-line network.

Develop Course Management/Maintenance Plan

Ada pointed out that in many institutions, the hardware available to students and instructors alike is outdated, and that this needs to be taken into consideration in course development w/ Blackboard.

David stated that it is necessary to have someone (usually the author) maintain and update a course once it is on the system. He also reminded the group that as he is no longer on staff at UNC-CH, it will be important to find new faculty members to maintain/update the Parents course and the LD Intro course. Using a "bucket" analogy, it was agreed that **David would draft a one page recommendation on how the CPC should determine what courses be offered, (or put in the bucket) and define what standards all courses should meet.** It was understood and acknowledged by all that individual instructors may have the option to conduct their own forum and will be in charge of the grading of their students.

Develop plan for Blackboard Training

It was decided that Jennifer Sorrow would act as the technical coordinator of the NC RISE program until further notice.

David will send a memo to Eduprise with names of all site coordinators from participating universities.

The CPC needs to address what additional courses will be added for Spring and inform Eduprise. All should be developed to be 100% on-line with the option that individual instructors may add class meetings.

Next, Bern, Edrie, and Carlene discussed the training procedures and options for authors and site coordinators. Eduprise provides a 4 day series for training on the Blackboard System. The sessions are split between 2, two day sessions. A maximum # of 15 participants per session, and it is best to get as many to the training sessions as possible. The sessions will cover:

1) Overview of tool framework
2) Collaborative tools/multimedia
3) Best practices user management
4) Gradebook

It was agreed that the first 2 day session will be Aug. 24, 25, with the first priority to have all course developers in attendance, as well as facilitators and representatives from all participating campuses. The CPC will have, by mid-July, an attendee's list for Eduprise, so that they may plan a pretraining skills assessment. Once we have the list of attendees for first 2 days, we will schedule the dates for the second 2 days of training.

Lunch Break-25 Mins

Develop plans for additional courses and select faculty authors for additional courses

Discussion continued after lunch about quality control for the system…Richard voiced concern about who will and how the system will be monitored in the future. Should we build in more of an end of course review?

It was agreed that David would send a general draft Ada of general specs for the courses to the committee members. It was also suggested by Ada that one guideline could be that if the course is not accessed on the site X number of times, it will be dropped.

Bern Becker will pass along a number of websites that explain the guidelines for courses to become ADA compliant. As of now, the onus is on the author to make the course ADA compliant.

Next, the committee discussed the development of course schedule for the coming year. The additional courses planned for the Fall are:

1) LD Methods (Ada Vallecorsa)
2) Intro to BED (Ernie McNeill. FSU)
3) Methods in BED (Tentative plan is for UNCG to develop this course.

In addition the courses offered this summer will also be available in the Fall.

1. Parent Collaboration (course is now functional but need to appoint course author/maintenance person.
2. Behavior Management
3. LD Introduction (course is now functional but need to appoint course author/maintenance person.

For Spring, 2002, the following Courses will be pursued for development

1) Remedial Multisensory Language Instruction
2) Remedial Multisensory Mathematics Instruction
3) Learning Strategies for Adolescents with Disabilities

Develop a policies and procedures manual

Eleanor Wright sent an email that the group examined as to developing a policy and procedure manual. **It was decided that David and Ada would begin to work on this project**. The manual will be aimed at students and facilitators. Roles should be well defined….the Eduprise helpdesk is for technical assistance, not for content, course facilitator/instructor should be very well versed in the course content and have orientation sessions with students for site.

In closing, it was asked that all facilitators complete the evaluation form provided by Eduprise.

David will look into UNCGA hosting a website for CPC/NCRISE.

TO: NC RISE/CPC e-Learning Advisory Group
FROM: David Lillie
DATE: July 12, 2001
RE: Policies for Course Authors and Instructors

Lisa Bloom has raised a point about authoring and providing courses across all semesters. *She has concerns relating to other campuses using a course she authored* during semesters she is not teaching the course. Her concern points out an issue that can be related to the quality of our course offerings.

The process I had in mind relates to how we have offered the LD Seminar for use across campuses. Because of fairly large enrollments, I was not keen on managing the discussion board for all campuses, which some semesters could be as many as 60 or 70 students-very time consuming for the author faculty member. Although, I was not teaching the course each semester we made it available during semester I was not teaching the course. I would check the course over at the beginning of each semester and make update changes if needed. If a problem came up during the semester I was available to respond to instructors/facilitators to solve the problem. This work on the course when I was not teaching seem appropriate, but then I was also the PI on the grant and getting additional pay for that work during the summer.

In thinking about Lisa's concern, it seems like if we expect an author to be involved in the course (updating, responding to questions, handling the discussion board in light enrollment semesters for the course, etc.) we need to officially recognize that function and provide that person with a stipend. If the NC RISE proposal submitted by UNC GA is funded we will have funds to do that. Also we may be able to use some State Improvement Funds for that purpose.

With one of the NC RISE primary operating principles being the leveraging of courses across campuses--allowing any of the campuses to use any of the courses at any time(This is the true meaning of the term Partnership). To help make this work, following is a proposal for establishing policies and roles for the Course Author, Lead Instructor (can we come up with another name here?), Instructor/Facilitator.

Courses will be developed and offered as frequently as needed to facilitate access and schedules on the various campuses. To assure a high level of quality of the delivery of each course there will be three types of faculty involvement for the delivery of each course.

1. Author/Developer: Original developer of course develops/authors the course. This person also creates and manages the Discussion Board, the course projects, the course examinations and rubrics for scoring This person is the only faculty member that will make changes in the course unless she/he gives another faculty member in that specialty area permission to make changes. The course author will be provided a one time stipend

for developing the course. (Most of the authors for current courses received a one time stipend when they developed the course.)

2. Lead Instructor: Frequently this person will be the same as the Author/Developer. This person may not necessarily be teaching the course during each semester she/he is acting as Lead Instructor. Responsibilities of the person in this position would be to manage the course during the semester she/he is designated as the Lead Instructor. This person is appointed with the permission of the Course Author. If the Course Author only wanted the course offered during the semester she/he is teaching the course that would be her/his decision. The Lead Instructor, will be provided a stipend each semester she\he acts as the Lead Instructor.

3. Instructor: Is the course instructor/manager of the course at the specific campus where students are enrolled. This person is paid as instructor by the campus authoring the course. Responsibilities of the instructor include the typical instructor responsibilities--setting up the course schedule, grading exams and projects, coaching and interactions with students primarily by email, managing the discussion board unless the Author or Lead Instructor has agreed to do this task as part of his/her role, etc. The Instructor would be required to use the exams and projects developed by the Author unless there is an agreement between the author and instructor to do otherwise.

Give me your feedback on these ideas and with suggested changes we will move ahead and put these procedures into place for the fall courses. We will present the final policies to the total CPC membership when we meet in the fall, but need to have the procedures in place on a temporary basis to move ahead with the fall courses.

I will have Jennifer send you a copy of the fall schedule and the recommended course development work projected for Spring, 2002 courses.

David

APPENDIX D

EXAMPLES OF SUB CONTRACTS

Exhibit B

Subcontract Budget
UNC-Chapel Hill and WCU
North Carolina Distance Education Partnership Project
Account # 5-
January 1, 1998 - December 31, 1998

Personnel and Fringe	$3,500
This line is to be used for expenses of personnel involved in planning, developing, and/or implementing distance education courses.	
Supplies and Materials	$ 778
Funds in this line are to be used for miscellaneous supplies and materials to support the work of the NC DEP project.	
Travel	$1,000
Funds in this category are to be used for faculty and/or staff travel to NC DEP sponsored meetings including CSPD/TED meetings (2 faculty X 2 meetings X $150 = $600) and for NC DEP planning and development meetings (2 X 3 X $150 = $900).	
Total Direct Costs	$5,278
Indirect Costs (8%)	$ 422
Total Costs	$5,700

EXHIBIT A

UNC-WILMINGTON STATEMENT OF WORK FOR 1998

The School of Education, University of North Carolina at Wilmington (UNC-W) hereby agrees to participate as a partner in the North Carolina Distance Education Partnership in Special Education.

The purpose of this program is to eliminate the disparity between the need and the supply of qualified teachers in two critical areas of special education, (1) teachers of the Behaviorally and Emotionally Handicapped, and (2) teachers of the Learning Disabled. The participating teacher education institutions in the Partnership include Elizabeth City State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Greensboro, the University of North Carolina at Wilmington, and Western Carolina University. The partnership members will work together with the North Carolina Department of Public Instruction to design, implement and manage a distance education program that will include (a) the North Carolina Comprehensive System of Personnel Development (CSPD), (b) a series of courses and experiences delivered via the internet, the North Carolina Information Highway, Interactive Multi-Media Instruction and mentored practice experiences, and (c) a performance-based approach to teacher education employing a collection of multiple types of evidence and artifacts that reliably presents the certification candidate's competencies.

The partnership workscope for the University of North Carolina at Wilmington will include the following activities:

1. Designated UNC-W faculty will participate and contribute to the development of plans for the distance education program by attending at least three planning meetings and three teleconferences from January 1, 1998 through December 31, 1998.
2. Designated UNC-W faculty will contribute to the development and review of a series of four courses in the area of BEH teacher education and four courses in the area of SLD teacher education by participating in at least two course development meetings and being available for correspondence and communications from January 1, 1998 through December 31, 1998.
3. UNC-W will author and facilitate distance education coursework and/or enroll and facilitate distance education coursework for the Fall Semester, 1998.
4. Designated faculty at UNC-W will participate the planning for, and assist students with the collection of, performance-based evidence of teacher competencies and qualifications for recommendation for a teaching license in the areas of BEH and/or SLD.
5. Designated faculty at UNC-W will evaluate the performance-based portfolio of evidence and artifacts collected by students enrolled in the program's distance education courses through UNC-W.

EXHIBIT A

UNC-GREENSBORO STATEMENT OF WORK FOR 1998

The School of Education, University of North Carolina at Greensboro (UNC-G) hereby agrees to participate as a partner in the North Carolina Distance Education Partnership in Special Education.

The purpose of this program is to eliminate the disparity between the need and the supply of qualified teachers in two critical areas of special education, (1) teachers of the Behaviorally and Emotionally Handicapped, and (2) teachers of the Learning Disabled. The participating teacher education institutions in the Partnership include Elizabeth City State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Greensboro, the University of North Carolina at Wilmington, and Western Carolina University. The partnership members will work together with the North Carolina Department of Public Instruction to design, implement and manage a distance education program that will include (a) the North Carolina Comprehensive System of Personnel Development (CSPD), (b) a series of courses and experiences delivered via the internet, the North Carolina Information Highway, Interactive Multi-Media Instruction and mentored practice experiences, and (c) a performance-based approach to teacher education employing a collection of multiple types of evidence and artifacts that reliably presents the certification candidate's competencies.

The partnership workscope for the University of North Carolina at Greensboro will include the following activities:

1. Designated UNC-G faculty will participate and contribute to the development of plans for the distance education program by attending at least three planning meetings and three teleconferences from January 1, 1998 through December 31, 1998.
2. Designated UNC-G faculty will contribute to the development and review of a series of four courses in the area of BEH teacher education and four courses in the area of SLD teacher education by participating in at least two course development meetings and being available for correspondence and communications from January 1, 1998 through December 31, 1998.
3. UNC-G will author and facilitate distance education coursework and/or enroll and facilitate distance education coursework for the Fall Semester, 1998.
4. Designated faculty at UNC-G will participate the planning for, and assist students with the collection of, performance-based evidence of teacher competencies and qualifications for recommendation for a teaching license in the areas of BEH and/or SLD.
5. Designated faculty at UNC-G will evaluate the performance-based portfolio of evidence and artifacts collected by students enrolled in the program's distance education courses through UNC-G.

EXHIBIT A

UNC-WILMINGTON STATEMENT OF WORK FOR 1998

The School of Education, University of North Carolina at Wilmington (UNC-W) hereby agrees to participate as a partner in the North Carolina Distance Education Partnership in Special Education.

The purpose of this program is to eliminate the disparity between the need and the supply of qualified teachers in two critical areas of special education, (1) teachers of the Behaviorally and Emotionally Handicapped, and (2) teachers of the Learning Disabled. The participating teacher education institutions in the Partnership include Elizabeth City State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Greensboro, the University of North Carolina at Wilmington, and Western Carolina University. The partnership members will work together with the North Carolina Department of Public Instruction to design, implement and manage a distance education program that will include (a) the North Carolina Comprehensive System of Personnel Development (CSPD), (b) a series of courses and experiences delivered via the internet, the North Carolina Information Highway, Interactive Multi-Media Instruction and mentored practice experiences, and (c) a performance-based approach to teacher education employing a collection of multiple types of evidence and artifacts that reliably presents the certification candidate's competencies.

The partnership workscope for the University of North Carolina at Wilmington will include the following activities:

1. Designated UNC-W faculty will participate and contribute to the development of plans for the distance education program by attending at least three planning meetings and three teleconferences from January 1, 1998 through December 31, 1998.
2. Designated UNC-W faculty will contribute to the development and review of a series of four courses in the area of BEH teacher education and four courses in the area of SLD teacher education by participating in at least two course development meetings and being available for correspondence and communications from January 1, 1998 through December 31, 1998.
3. UNC-W will author and facilitate distance education coursework and/or enroll and facilitate distance education coursework for the Fall Semester, 1998.
4. Designated faculty at UNC-W will participate the planning for, and assist students with the collection of, performance-based evidence of teacher competencies and qualifications for recommendation for a teaching license in the areas of BEH and/or SLD.
5. Designated faculty at UNC-W will evaluate the performance-based portfolio of evidence and artifacts collected by students enrolled in the program's distance education courses through UNC-W.

APPENDIX E

ONLINE COURSES

COURSE SUMMARY
COURSE SYLLABUS

distance
learning

Ada Vallecorsa
Methods for Teaching Students with Learning Disabilities
Syllabus

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Methods for Teaching Students with Learning Disabilities
Spring, 2001
Course Developed by: Ada Vallecorsa
The University of North Carolina at Greensboro

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Contact Information | Course Summary | Course Units Outline | On-Campus Session

NC Distance Education Partnership Locations and Instructors/Facilitators

UNC-Greensboro
CUI 688A-81: Methods for Teaching Students with LD
Beth Holder(bholder99@msn.com)
phone: 336-370-8764
UNCG Schedule

UNC-Chapel Hill
EDSP 231-01W: Teaching Children with Learning Disabilities
Daniel Boudah(boudah@email.unc.edu)
phone: 919-962-6694
UNC-CH students go to the UNC-CH Syllabus.

UNC-Wilmington
EDN 495-94: Methods for Teaching Students with Learning Disabilities
Eleanor Wright(wrighte@uncwil.edu) and Paula Gore (epg8451@uncwil.edu)
phone: 910-962-3361.
UNC-W Schedule

About the Course Developer

Greetings everyone! My name is Ada Vallecorsa and I'm on the faculty at UNC Greensboro where I've been involved with the special education program since 1980. Much of my classroom teaching experience has involved working with middle grade students with learning disabilities in an inner-city school setting. I learned much from my students during those years, and hopefully I'll be able to pass some of it along to you throughout this course.

Although I've taught this course quite a few times, trying to teach it using an internet format has been a new experience for me, and one that has presented some very interesting challenges. The first of these was to figure out how to deal with the fact that methods courses typically rely on having students do a fair amount of discussing, demonstrating, and problem-solving during class time. I've tried to include those features in this course by incorporating the use of simulation practice tasks and by providing opportunities for students to participate in problem-solving forum discussions. I hope you'll participate as fully in these course features as you would if we were all together in the same classroom.

A second problem I had to face in putting this course together was that, like some of you, my technology skills are definately on the "basic" end of the scale. To address this concern I enlisted the assistance of a former student, Julian Cochran, who knows much more about all this technology business than I could ever hope to learn. Julian has helped me put things together so that it should be fairly easy for you to find your way around in the course materials. If you do run into any problems, however, you should **contact the course facilitator at your enrollment campus for assistance.**

Click here for a peek at the course developers

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Course Summary

This course is designed to address a broad range of instructional strategies for effectively teaching students with learning disabilities in a variety of settings. The focus is on development of knowledge and skills necessary to implement a clinical teaching model in the curriculum areas of reading, writing and mathematics. Also addressed are strategies for assessing and teaching a variety of study skills and learning strategies as well as approaches for social skill development. The course is divided into seven units of instruction, which have been designed to emphasize practical application of new knowledge and skills.

Study Schedule: Each unit will be available on the Learn NC Web site beginning on the date indicated in the content outline presented below. Units will not be available before the announced date and it is expected that students will complete all requirements for each unit within the timeframe allotted for that unit. Once a unit has been introduced, however, it will remain on the web site so that students can review material throughout the course.

Socratic Forums: Each unit will present discussion questions and/or problem-solving tasks for students to respond to during the time allotted for completing the unit. These can be found in the **Forum** section of the course. The facilitator at each enrollment campus will be responsible for reviewing student responses and providing feedback relative to forum entries.

Course Examinations: Three Unit Exams consisting of multiple choice items, short essay questions and/or simulation tasks will be administered as follows. A combined exam covering Units 1 and 2 will be given at the conclusion of Unit 2. An exam for Units 3 and 4 will be given at the conclusion of Unit 4. A final combined exam covering Units 5, 6 and 7 will be given at the end of Unit 7. The exams will be provided on-line and students will submit their responses electronically to the instructor at their enrollment campus. Instructors will grade and return Unit Exams in the same fashion. The time period in which the unit exams will be available is indicated in the schedule shown below. It is expected that all students will submit their exam responses within the specified time limits; exams will not remain on the web site past the date specified in the course syllabus. Students who are unable to meet an exam deadline due to unusual circumstances must obtain permission from the instructor at their enrollment campus to take the exam on a later date.

Course Projects: The completion of two course portfolio projects will be required if you are a graduate student, or one course portfolio project if you are an undergraduate student. Guidelines and due dates for completion of the projects are provided in the **Portfolio Projects** section of the course materials. **It is important for students to review these materials at the onset of the class.**

Course Text: The text for the course is Mercer and Mercer's Teaching Students with Learning Problems , 2001, 6th Ed., Merrill Publishing. Students can obtain the text through the bookstore at their enrollment campus or they can purchase it via the internet by contacting AMAZON.COM. Readings from the text will be assigned throughout the course.

Course Grading System: Grades for the course will be based on the following values:

Assignment	Graduate	Undergraduate
Unit 1 and 2 Exam:	20 points	20 points
Unit 3 and 4 Exam:	20 points	20 points
Unit 5, 6 and 7 Exam:	20 points	20 points
Forum Participation:	15 points	15 points
Project 1:	25 points	25 points
Project 2:	25 points	Not applicable

Final grading criteria will be established for each enrollment campus based on the grading policies utilized at that campus. Students will receive this information from their campus instructor during the course orientation session or electronically.

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Course Schedule, Readings, Requirements and Topics

By Unit: 1 | 2 | 3 | 4 | 5 | 6 | 7

UNIT 1 - ACCOMODATING EFFECTIVE INSTRUCTION IN CLASSROOMS

Available on-line beginning January 8, 2001
Combined exam for Units 1 and 2 available on-line February 8, 2001.

Unit 1 Objectives

Upon completion of this unit students will be able to:
1.1 - describe strategies that can be used to examine instructional contexts
1.2 - discuss variables which might be considered in analyzing instructional contexts with respect to classroom environment, instructional tasks and evaluation activities
1.3 - identify appropriate instructional accommodations for students with learning disabilities based on an analysis of student and instructional context characteristics

Unit 1 Assignments

Textbook Readings:
Mercer and Mercer, Teaching Students with Learning Problems
Pages 35-42, 48-69, 81-92, and 162-179.

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Practice Task:
Students are to analyze a vignette which describes elements of an instructional context and a target student. They are to suggest possible modifications which might be made to assist the target student. The vignette is located in the on-line Lectures section of Unit 1. It is in the assignments section of the Introduction for Unit 1. Students are to complete the practice exercise and check their responses against the response provided by the course developer. In cases where additional clarification is needed, students should review material presented in the Lecture section of the unit or contact the course facilitator at their enrollment campus. Although no grade is given for any of the practice tasks included in the course materials, students are encouraged to complete these exercises in a prompt and thoughtful manner as they provide an important foundation for completing the unit exam and course portfolio projects.

Unit 1 Examination

The exam for this unit is a combined exam for Units 1 and 2. It will be located in the on-line Lectures section for Unit 2 as the last item listed in the Unit Introduction portion of Unit 2. The exam will be available to take at that location February 8-15, 2001. It is an open-book exam so you are free to use written and/or web resources at your disposal. It is an individual exam, however, and should be developed on your own without assistance from colleagues or classmates.

Unit 1 Content Outline: Accommodating Effective Instruction in Classrooms

Unit Introduction

- Setting the stage
- Objectives
- Assignments

Strategies for Examining Instructional Contexts

- Gathering information by "asking"
- Gathering information through direct observation
- Gathering information through product examination
- Pulling it all together

Key Elements of Instructional Contexts to Consider

- Instructional design
- Characteristics of the Curriculum
- Evaluation practices

Selecting Effective Accommodations and Modifications

- Conducting a "mismatch" analysis

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UNIT 2 - THE CLINICAL TEACHING APPROACH TO INSTRUCTION

Available on-line beginning February 1, 2001.
Unit exam available on-line February 8-15, 2001.

Unit 2 Objectives

Upon completion of this unit students will be able to:
2.1 - describe the clinical teaching approach and provide a rationale for using this method in teaching students with learning disabilities
2.2 - differentiate among purposes for evaluating academic performance
2.3 - discuss principles which should guide assessment for instructional planning
2.4 - apply error analysis and item analysis techniques and discuss the role these strategies play in assessment for instructional planning
2.5 - understand priciples of systematic teaching which should guide development and implementation of instructional plans
2.6 - describe various performance monitoring strategies

Unit 2 Assignments

Textbook Readings:
Mercer & Mercer, Teaching Students with Learning Problems
Chapter 3 - Assessing Students for Instruction

Practice Tasks:
Students are to complete the error analysis and item analysis practice tasks included in the on-line lectures section of Unit 2. They are located in the Assignments portion of the Introduction for the Unit. Students are to complete the practice exercises and check their responses against responses provided by the course developer. In cases where additional clarification is required, students should contact the course instructor at their enrollment campus.

Unit 2 Examination

The exam for Units 1 and 2 will be located in the on-line Lectures section as the last item listed in the Unit Introduction portion of Unit 2. The exam will be available to take at that location February 8-15,2001. It is an open-book exam so you are free to use written and/or web resources at your disposal. It is an individual exam, however, and should be developed on you own without assistance from colleagues or classmates.

Unit 2 Content Outline: The Clinical Teaching Approach

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Unit Introduction

- Setting the stage
- Objectives
- Assignments
- Combined Examination for Units 1 and 2

The Clinical Teaching Model

- Key elements of the model

Assessment for Instructional Planning

- Guiding principles
- Error analysis techniques
- Item analysis techniques

Principles of Effective Teaching

- Explicit Instruction
- Conducting interactive presentations
- Promoting generalization

Performance Monitoring Strategies

- Continuous progress monitoring
- Charting of objectives
- Student portfolios

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UNIT 3 - ASSESSING AND TEACHING READING SKILLS

Available on-line beginning February 15, 2001.
Combined exam for Units 3 and 4 available on-line March 22-29, 2001.

Unit 3 Objectives

Upon completion of this unit students will be able to:
3.1 - provide examples of formal and informal options for assessing reading performance
3.2 - discuss components which might be included in an assessment of word recognition skill
3.3 - discuss components which might be included in an assessment of reading comprehension skill
3.4 - apply error analysis procedures in conducting word recognition assessments
3.5 - implement a variety of instructional strategies for improving phonemic awareness and word recognition abilities
3.6 - implement a variety of instructional strategies for improving reading comprehension skills

Unit 3 Assignments

Textbook Readings:
Mercer & Mercer, Teaching Students with Learning Problems
Chapter 7 - Assessing Reading
Chapter 8 - Teaching Reading

Practice Tasks:
Students are to complete the error- and item-analysis practice tasks included in the on-line Lecture section of Unit 3. They are located in the Assignments portion of the Introduction for Unit 3. Students are to complete the practice exercises and check their responses against responses provided by the course developer. In cases where additional clarification is required, students should contact the course instructor at their enrollment campus.

Unit 3 Examination

The exam for Units 3 and 4 will be located in the on-line Lectures section as the last item listed in the Unit Introduction portion of Unit 4. The exam will be available to take at that location March 22-29, 2001. It is an open-book exam so you are free to use written and/or web resources at your disposal. It is an individual exam, however, and should be developed on you own without assistance from colleagues or classmates.

Unit 3 Content Outline: Assessing and Teaching Reading Skills

Unit Introduction

- Setting the stage
- Objectives
- Assignments

Elements of the Reading Domain

- Word recognition and comprehension
- Related skills

Strategies for Conducting Word Recognition Assessments

- Developing an assessment plan
- Formal assessment options
- Informal assessments options
- Analyzing assessment outcomes

Strategies for Conducting Reading Comprehension Assessments

- Formal assessment options
- Informal assessment strategies
- Analyzing assessment outcomes

Improving Reading Performance

- Developing phonemic awareness skills
- Developing word recognition skills
- Developing reading comprehension skills

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UNIT 4 - ASSESSING AND TEACHING WRITING SKILLS

Available on-line beginning March 8, 2001.
Project Option #1: Classroom Accommodation Planning due March 5, 2001.
Combined exam for Units 3 and 4 available on-line March 22-29, 2001.

Unit 4 Objectives

Upon completion of this unit students will be able to:
4.1 - provide examples of formal and informal options for assessing writing performance
4.2 - discuss components which might be included in an assessment of composing skills
4.3 - discuss components which might be included in an assessment of spelling, handwriting, and writing conventions
4.4 - apply error analysis procedures in conducting writing assessments
4.5 - implement a variety of instructional strategies for improving spelling and handwriting performance
4.6 - implement a variety of instructional strategies for improving composing skills

Unit 4 Assignments

Textbook Readings:
Mercer & Mercer, Teaching Students with Learning Problems
Chapter 9 - Assessing and Teaching Spelling
Chapter 10 - Assessing and Teaching Handwriting and Written Expression

Related Readings:
Vallecorsa, Ledford and Parnell article found in the Articles/Documents section of the syllabus.

Practice Tasks:
Students are to complete the practice tasks included in the on-line Lectures section of Unit 4. They are located in the Assignments portion of the Introduction for Unit 4. Students are to complete the practice exercises and check their responses against responses provided by the course developer. In cases where additional clarification is required, students should contact the course instructor at their enrollment campus.

Unit 4 Examination

The exam for Units 3 and 4 will be located in the on-line Lectures section as the last item listed in the Unit Introduction portion of the unit. The exam will be available to take at that location March 22-29, 2001. It is an open-book exam so you are free to use written and/or web resources at your disposal. It is an individual exam, however, and should be developed on you own without assistance from colleagues or classmates.

Unit 4 Content Outline: Assessing and Teaching Writing Skills

Unit Introduction

- Setting the stage
- Objectives
- Assignments
- Combined Examination for Units 3 and 4

Elements of the Writing Domain

- Mechanical skills of writing
- Composing and related skills

Strategies for Assessing Writing

- Formal assessment options
- Informal strategies
- Analyzing handwriting and spelling outcomes
- Analyzing composing performance

Improving Mechanical Skills of Writing

- Improving spelling performance
- Developing handwriting skills

Improving Composing Skills

- The "process" approach to instruction
- Other key instructional strategies
- Organizing and managing a classwide writing program

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UNIT 5 - ASSESSING AND TEACHING MATHEMATICS SKILLS

Available on-line beginning March 29, 2001.
Project Option #2: Reading Assessment due April 9, 2001.
Combined exam for Units 5, 6 and 7 available on-line April 26 - May 7, 2001.

Unit 5 Objectives

Upon completion of this unit students will be able to:
5.1 - provide examples of formal and informal options for assessing mathematics performance
5.2 - discuss components which might be included in an assessment of mathematics skill
5.3 - apply error analysis procedures in assessing computation skills
5.4 - implement a variety of instructional strategies for improving computation and problem-solving skills

Unit 5 Assignments

Textbook Readings:
Mercer & Mercer, Teaching Students with Learning Problems
Chapter 11 - Assessing Math
Chapter 12 - Teaching Math

Practice Tasks:
Students are to complete the practice tasks included in the on line Lectures section of Unit 5. They are located in the Assignments portion of the Introduction for Unit 5. Students are to complete the practice exercises and check their responses against responses provided by the course developer. In cases where additional clarification is required, students should contact the course instructor at their enrollment campus.

Unit 5 Examination

The exam for this unit is a combined exam for Units 5, 6 and 7. It will be located in the on-line Lectures section as the last item listed in the Unit Introduction portion of Unit 7. The exam will be available to take at that location April 26 - May 7, 2001. It is an open-book exam so you are free to use written and/or web resources at your disposal. It is an individual exam, however, and should be developed on you own without assistance from colleagues or classmates.

Unit 5 Content Outline: Assessing and Teaching Basic Mathematics Skills

Unit Introduction

- Setting the stage
- Objectives
- Assignments

Elements of the Mathematics Domain

- Computation skills
- Measurement skills
- Problem-solving skills

Strategies for Assessing Math Skills

- Formal assessment strategies
- Informal assessments options
- Analyzing assessment outcomes

Improving Computation and Problem-Solving Skills

- Research on effective math instruction
- Improving knowledge of number facts and algorithms
- Strategies for solving single and multi-step word problems

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UNIT 6 - DEVELOPING STUDY SKILLS AND LEARNING STRATEGIES

Available on-line beginning April 12, 2001.
Combined exam for Units 5, 6 and 7 available on-line April 26 - May 7, 2001.

Unit 6 Objectives

Upon completion of this unit students will be able to:
6.1 - describe a range of important study skills and learning strategies that help students direct and control their own learning
6.2 - implement a variety of instructional strategies for improving students' use of strategic learning behaviors

Unit 6 Assignments

Textbook Readings:
Mercer & Mercer, Teaching Students with Learning Problems
Chapter 13 - Teaching Learning Strategies, Content, and Study Skills

Unit 6 Examination

The exam for Unit 6 is a combined exam for Units 5, 6 and 7. It will be located in the on-line Lectures section for Unit 7 as the last item listed in the Unit Introduction portion of the unit. The exam will be available to take at that location on April 26 - May 7, 2001. It is an open-book exam so you are free to use written and/or web resources at your disposal. It is an individual exam, however, and should be developed on you own without assistance from colleagues or classmates.

Unit 6 Content Outline: Developing Study Skills and Learning Strategies

Unit Introduction

- Setting the stage
- Objectives
- Assignments

Acquisition Strategies

- Organizing time and materials
- Notetaking
- Reading comprehension strategies

Retention Strategies

- Visual imagery and cuing
- Verbal cues
- Mnemonic strategies
- Categorical approaches

Strategies for Demonstrating Mastery

- Test preparation routines
- Organizing essay responses
- Error monitoring strategies

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UNIT 7 - DEVELOPING SOCIAL SKILLS

Available on-line beginning April 26, 2001.
Project Option #3: Writing Assessments due May 7, 2001.
Combined exam for Units 5, 6 and 7 available on-line April 26 - May 7, 2001.

Unit 7 Objectives

Upon completion of this unit students will be able to:
7.1 - understand the impact of specific learning disabilities on social skill development
7.2 - describe a range of key social skills for students with learning disabilities to acquire
7.3 - provide examples of formal and informal strategies for assessing and teaching social skills

Unit 7 Assignments

Textbook Readings:
Mercer & Mercer, Teaching Students with Learning Problems
Chapter 5 - Promoting Social, Emotional, and Behavioral Development

Unit 7 Examination

The exam for Unit 7 is a combined exam for Units 5, 6 and 7. It will be located in the on-line Lectures section for Unit 7 as the last item listed in the Unit Introduction portion of the unit.The exam will be available to take at that location on April 26 - May 7, 2001. It is an open-book exam so you are free to use written and/or web resources at your disposal. It is an individual exam, however, and should be developed on you own without assistance from colleagues or classmates.

Unit 7 Content Outline: Developing Social Skills

Unit Introduction

- Setting the stage
- Objectives
- Assignments
- Unit 5, 6 and 7 Examination

Assessing Social Skills

- Key behaviors to consider
- Approaches to assessment

Promoting Social Skill Development

- General techniques
- Specific intervention strategies

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FINAL ON-CAMPUS SESSION

The course will close with a final on-campus meeting at each enrollment location. The instructor for each enrollment location will provide information via email relative to the meeting time and location for the on campus session.

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Email: Questions for Ada Vallecorsa

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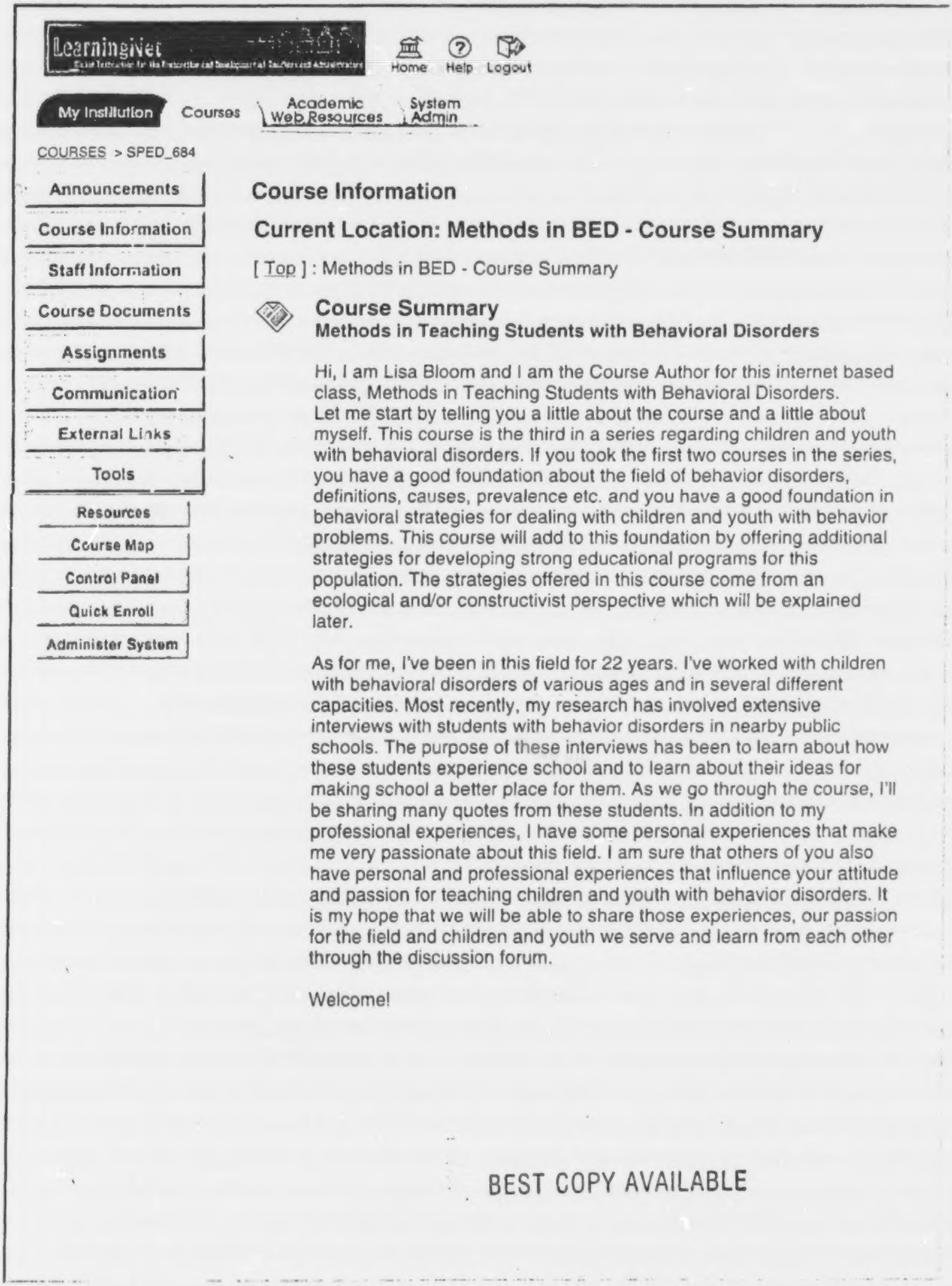
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Course Information

Current Location: Methods in BED - Course Summary

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Course Summary

Methods in Teaching Students with Behavioral Disorders

Hi, I am Lisa Bloom and I am the Course Author for this internet based class, Methods in Teaching Students with Behavioral Disorders.
Let me start by telling you a little about the course and a little about myself. This course is the third in a series regarding children and youth with behavioral disorders. If you took the first two courses in the series, you have a good foundation about the field of behavior disorders, definitions, causes, prevalence etc. and you have a good foundation in behavioral strategies for dealing with children and youth with behavior problems. This course will add to this foundation by offering additional strategies for developing strong educational programs for this population. The strategies offered in this course come from an ecological and/or constructivist perspective which will be explained later.

As for me, I've been in this field for 22 years. I've worked with children with behavioral disorders of various ages and in several different capacities. Most recently, my research has involved extensive interviews with students with behavior disorders in nearby public schools. The purpose of these interviews has been to learn about how these students experience school and to learn about their ideas for making school a better place for them. As we go through the course, I'll be sharing many quotes from these students. In addition to my professional experiences, I have some personal experiences that make me very passionate about this field. I am sure that others of you also have personal and professional experiences that influence your attitude and passion for teaching children and youth with behavior disorders. It is my hope that we will be able to share those experiences, our passion for the field and children and youth we serve and learn from each other through the discussion forum.

Welcome!

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Course Information

Current Location: Methods in BED - Syllabus

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Syllabus

Objectives

Objectives are listed by unit though there will be some overlap. Upon completing this course, students will be able to

Philosophical Approaches
1. Describe ecological and constructivists approaches to teaching students with behavioral disorders.
2. Develop and describe a model for serving students with behavior disorders combining elements of various approaches so that the model includes educational and treatment philosophy, classroom structure and environment, behavior management system and social skill or group training.

A Climate of Care
3. Describe the circle of courage and apply it to educational programs for students with and "at risk" for behavioral disorders.
4. Describe strategies for fostering belonging, independence, competence and generosity.

Positive discipline and Conflict resolution
5. Describe peer mediation strategies such as class meetings.
6. Understand counteraggression and apply strategies for avoiding it.
7. Understand the adverse of effects of punishment and describe alternatives.
8. Describe the four mistaken goals of misbehavior and devise strategies for addressing behavior based on those goals.
9. Use problem solving and conflict resolution strategies.
10. Conduct a life space interview
11. Develop a process for dealing with challenging behaviors.

Teaching Social Skills
12. Demonstrate effective strategies for teaching social skills to adolescents and youths, evaluate commercial social skills training packages

Parent involvement
13. Develop a program for promoting parent involvement and providing parents with training and support.

Please note that there is a considerable amount of reading involved in this course. It is absolutely essential that you do the reading as many of the notes in the lecture are based on the reading and the readings will be covered on exams and forum discussions. Don't cheat yourself out of the information the reading has to offer.

Assignments

1. Complete all assigned readings.

READING ASSIGNMENTS ARE LISTED IN THE ASSIGNMENTS SECTION

2. Three exams will be given and a final. These exams will be in essay format and are designed to evaluate your understanding of the readings and lectures. The final will be an essay exam of one or two questions which will require pulling information from all parts of the course.
3. Actively participate in the forum discussions. You will be given discussion questions in the forum. You won't be graded individually for these rather you will be graded for overall participation and how your comments reflect an understanding of the readings.
4. Develop and describe a model for serving students with behavior disorders combining elements of the strategies presented in this class as well as appropriate elements from other courses and outside readings so that the model includes educational and treatment philosophy, classroom structure and environment, behavior management system and social skill or group processes, a process and procedure for dealing with challenging behavior, a method for evaluating student progress in both academic and social behavioral areas. Include references. For an example, check under Portfolio Projects and click on Sample Philosophy Paper.
5. Complete an audio tape of a Life Space Interview or of an interview with a student with behavioral and emotional disorders.

1-5 are required for all undergraduate and graduate students. Assignment 6 or 7 (choose 1) is required of all graduate students.

6. Read one book. You may choose one of the books listed as recommended but optional or may have another approved by the instructor or course facilitator. Prepare a written report for the class (to be shared over the internet) including a review of the book, a description of how the ideas/strategies can be used with children and youth with behavior disorders, and where applicable, a description of the approaches you implemented and an evaluation of their usefulness.
7. Complete a project based on your needs/interests and a review of professional literature. If you choose this assignment, please communicate with the instructor for details. Projects must be approved by the instructor no later than September 15. Recommended grading scale
Exam 1 = 50 points
Exam 2 = 50 points
Exam 3 = 50 points
Final = 50 points
Paper describing model program = 100 points
Forum Participation = 100 points
Audio tape = 50 points
Book Review = 50 points

Total points available = 500 Points

A = 450-500
B= 400- 450
C= 350-400
D= 300-350
F= below 300

Course schedule The course consists or 6 units, but because some units cover more readings and materials than others, for exam purposes, they are grouped as follows.

Exam 1 will cover Philosophical Approaches and Climate of Care.

Exam 2 will cover Positive Discipline.

Exam 3 will cover Conflict Resolution and Parent Involvement.

Exam 1 will be on the web after....
Units 1 and 2 will be discussed on the forum through...
Exam 2 will be on the web after ....
Unit 2 will be discussed on the forum through ....
Exam 3 will be on the web after ...
The final will be on the web ....
Units 4 and 5 will be discussed on the forum through ...
The first weeks of ( ) will be used to tie course concepts together through forum discussion.
Due dates for assignments and exams will be determined by the course facilitator.
The final will be comprehensive
In addition to the required texts, readings for each unit are included within each unit's notes. They are included as either documents or links. If you have any difficulty with the readings, please contact your course facilitator.

LearningNet

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Course Information

Current Location: Working with Parents of Students with Disabilities - Course Summary

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Course Summary

UNC -CH: EDSP 224

Working With Parents of Students With Disabilities

Margaret P. Weiss, Assistant Professor
Spring, 2001
School of Education
The University of North Carolina at Chapel Hill

Introduction

Working with Parents and Families of Students with Disabilities is designed to provide you with (1) an understanding of the important dimensions of the relationships between parents, families, students and teachers, and (2) the personal skills to facilitate effective relationships and communications with parents of students with disabilities. Although the content of the course and skills developed can be used in working with parents of all special needs students, the primary focus of the course will be on parents and families of students with specific learning disabilities.

The content for this course is divided into three units. Each unit has a set of instructional objectives establishing the expectations for what you should be learning in the course. The primary instructional philosophy employed is "learning by doing." Several different instructional strategies will be employed during the course including (1) application-oriented course projects involving information gathering from course readings and resources, planning, problem solving, and reporting--resulting in a professional portfolio of professonal products; (2) small, cooperative group learning activities, (3) interactions with educators and parents; and (4) forum discussions.

To facilitate learning and the development of skills, each participant will be required to develop a course portfolio consisting of three products: (1) Project 1- a Family Interview and Interaction Plan; (2) Project 2 - a Personal Professional Development Plan, (3) Forum Reading Assignments 1, 2, and 3. In addition, all students will participate in topical discussions of the content of the course through the use of the Discussion Forum.

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Course Information

Current Location: Working With Parents of Students With Disabilities - Course Syllabus & Content Outline

[Top] : Working With Parents of Students With Disabilities - Course Syllabus & Content Outline

Course Syllabus & Content Outline

Course Syllabus and Content Outline

Textbook for the course:
Turnbull, A., & Turnbull, R. (2001). Families, Professionals, and Exceptionality: Collaborating for Empowerment (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Unit 1: Understanding Parents and Families

Objectives

1. Understand the history and change in school-parent dynamics and relationships in families with a child with a learning disability,

2. Understand the unique parent and family dynamics and characteristics in families with a child with a learning disability,

3. Be able to accurately assess parents strengths and needs and use a parent profile as a resource to promote effective instructional programs.

Topics

A. History, Evolution and Change in School-Parent Relationships

B. Family Dynamics and Disabilities

C. Assessing Parent/Family Strengths and Needs and Developing Parent/Family Profiles

Readings

Turnbull & Turnbull (Chapters 1,2,5,6,7,8): Understanding Families

Paul, J., Understanding and Working with Parents of Children with Special Needs (Chapter 1)

Lillie & Place, Partners (Chapter 1): Being A Positive and Involved Parent

Simeonsson, R. J., & Simeonsson, N. E. (1981). Parenting handicapped children: psychological aspects. In J. L. Paul (Ed.), Understanding and Working with Parents of Children with Special Needs, pp. 51-88. New York: Holt,Rinehart, and Winston.

Lillie, D. (1981). Educational and psychological strategies for working with parents. In J. L. Paul (Ed.), Understanding and Working with Parents of Children with Special Needs, pp. 89-118. New York: Holt, Rinehart, and Winston.

Unit 2 - Establishing a Parent-Teacher Partnership

Unit 2 Objectives

1. Develop the knowledge and skills to accurately inform parents of students with disabilities of their rights and responsibilities as an active partner in the education of their child,

2. Develop the knowledge and skills to appropriately involve parents in decisions about their child's educational program.

Topics

A. The Law, State Regulations, and School Policies

B. Parents' and Schools' Responsibilities

C. Involving Parents in Decision-Making

Readings

Lillie & Place, Partners (Chapters 2 & 6)

Turnbull & Turnbull (Chapters 3,4,9,10,11,12)

Resources

LDANC, Parents Handbook

NC DPI, Parent Handbook

Unit 3 - Communication Skills and Parent Conferences

Unit 3 Objectives

1. Develop/expand your understanding of the personal interaction skills and behaviors which facilitate effective communications and trusting relationships with parents and colleagues,

2. Accurately assess your communication and trust-building skills and develop a plan for reinforcing your strengths and improving your weaknesses,

3. Identify and effectively use literature-supported approaches to collaborative decision-making and problem-solving,

4. Plan and effectively use structured procedures for conducting parent conferences.

Topics

A. Communication Skills

B. Trust Building Skills

C. Conducting Parent Conferences

D. Procedures for Reporting and Sharing Information

E. Problem Solving with Parents

F. Reports and Course Review

Readings

Turnbull & Turnbull (Chapters 13, 14, 15)

Resources

Lillie, Improving Parent Conferences

Lillie & Place, , (Chapter 8): Between Parent and School-Resolving Conflicts

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COURSES > SPED537CE_F01

- Announcements
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Course Information

Current Location: Course Summary

[Top] : Course Summary

Introduction to the Education of the Emotionally Disturbed Child - Course Description

This course is designed to provide a comprehensive overview of the area of study for the Special Education of Students with Emotional and Behavioral Disabilities. It is intended as a continuing education offering for entry level teachers employed with the Public Schools of North Carolina. The course competencies will prepare participants to better understand and instruct students classified with Behavioral/Emotional Disabilities(BED). Furthermore, it will prepare course participants to fulfill the INTASC Standards as a teacher, and to begin compliling reflective notes for Performance-Based Licensure.

Major subject matter components include, but are not limited to; the problem and its history, assessment, causal factors, facets of disordered behavior, and implications for instruction. The areas of disordered behavior on which this course focuses include; attention and activity disorders, conduct disorder, covert anti-social behavior, delinquency, substance abuse, early sexual activity, anxiety, depression, sucidal behavior, schizophrenia, and pervasive developmental disorders.

The current status of this area of study is more directly linked to the present realities of our nation's schools and its students than ever before. For these reasons, the ability to apply research and instructional development skills in each major component of the discipline is essential. Opportunities to plan, implement, and evaluate programmatic, individual, and intensive interventions will begin in this initial course offering within the area of specialization.

Course Information

Current Location: Introduction of the Education of the Emotionally Disturbed Child - Syllabus

[Top] : Introduction of the Education of the Emotionally Disturbed Child - Syllabus

Course Competencies

These competencies, by their nature, will require and involve participants in independent thinking, effective communications, and the making of relevant judgements. As facilitators of learning at the graduate level, participants in this course will be exposed to course activities and assignments that stress the following professional development and interactions:

a) Effective participation in the educational system.
b) Discrimination of values in the educational system.
c) Enhancement of professional ethics and confidentiality.
d) Professional collaboration
e) On-going professional growth and development.

The learner will discuss the historical, philosophical, and technical foundations of emotional / behavioral disabilities which shall include the following:

1. Content, overall knowledge and skills, explain and illustrate implications of past and present events, issues and paradigm changes in the field of B.E.D.

2. Utilizing the following topical areas, demonstrate the ability to meet competencies as listed:

a) Comparing definitions of behavior and emotional disabilties,
b) Discussing the prevalence of the problem,
c) Relating the history of the problem to the development of the field,
d) Analyzing and critiquing approaches to the problem,
e) Justifying screening and classification of the problem,
f) Evaluating eligibility and instructional modifications,
g) Describing causal factors, and
h) Developing a personal philosophy for approaching the problem.

3. Explain and illustrate general and specific knowledge in the areas of definition, prevalence, learning characteristics, etiology, and interventions for the following B.E.D. and social / educational problems:

a) Attention and Activity Disorders
b) Conduct Disorder: Overt Aggression
c) Conduct Disorder: Covert Anti-Social Behavior
d) Delinquency, Substance Abuse, and Early Sexual Activity
e) Anxiety and Realted Disorders
f) Depression and Suicidal Behavior
g) Schizophrenia and Pervasive Developmental Disorders

References

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Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Upper Saddle River, NJ: Prentice Hall.

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Bringham, F.J. & Kauffman, J.M. (1998). Creating supportive environments for students with emotional or behavioral disorders. Effictive School Practices, 17(2), 25-35.

Blackhurst, A.E., Schuster, J.W., Ault, M.J., & Doyle, P.M. (1996). The single subject research advisor (computer software). Lexington, KY: University of Kentucky.

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Gallagher, D.J. (1998). The scientific knowledge base of special education: Do we know what we think we know? Exceptional Children, 64, 493-502.

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Johnson, J.M. & Pennypacker, H.S. (1993). Strategies and tactics of behavioral research (2nd ed.). Hillside, NJ: Erlbaum.

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Morgan, S.R., & Reinhart, J.A. (1991). Interventions for students with emotional disorders. Austin, TX: Pro-ed.

O'Neill, R.E., Horner, R.H., Albin, R.W., Spraque, J.R., Storey, K., & Newton, J.S. (1997). Functional assessment and program development for problem behavior: A practical handbook. Pacific Grove: Brooks/Cole Publishing Co.

Oswald, D.P., Coutinho, M.J., Best, A.M., & Singh, N.N. (1999). Ethnic representatoin in special eduation: The influence of school-related economic and demographic variables. The Journal of Special Education, 32, 194-206.

Stage, S.A. (1997). A preliminary investigation of the rlationship of the relationship between in-school suspension and the disruptive classroom behavior of students with behavioral disorders. Behavior Disorders. 23, 57-76.

U.S. Department of Education. (1997). Nineteenth annual report to Congress on the implementation of the individuals with disabilities education act. Washington, D.C.: Author. (ERIC Document Reproduction Service No 400673).

Walker, H.M. (1995). The acting-out child: Coping with classroom disruption. Longmont, CO: Sporis West.

Walker, H.M. (1998). First steps to prevent anti-social behavior. Teaching Exceptional Children, 30, 16-19.

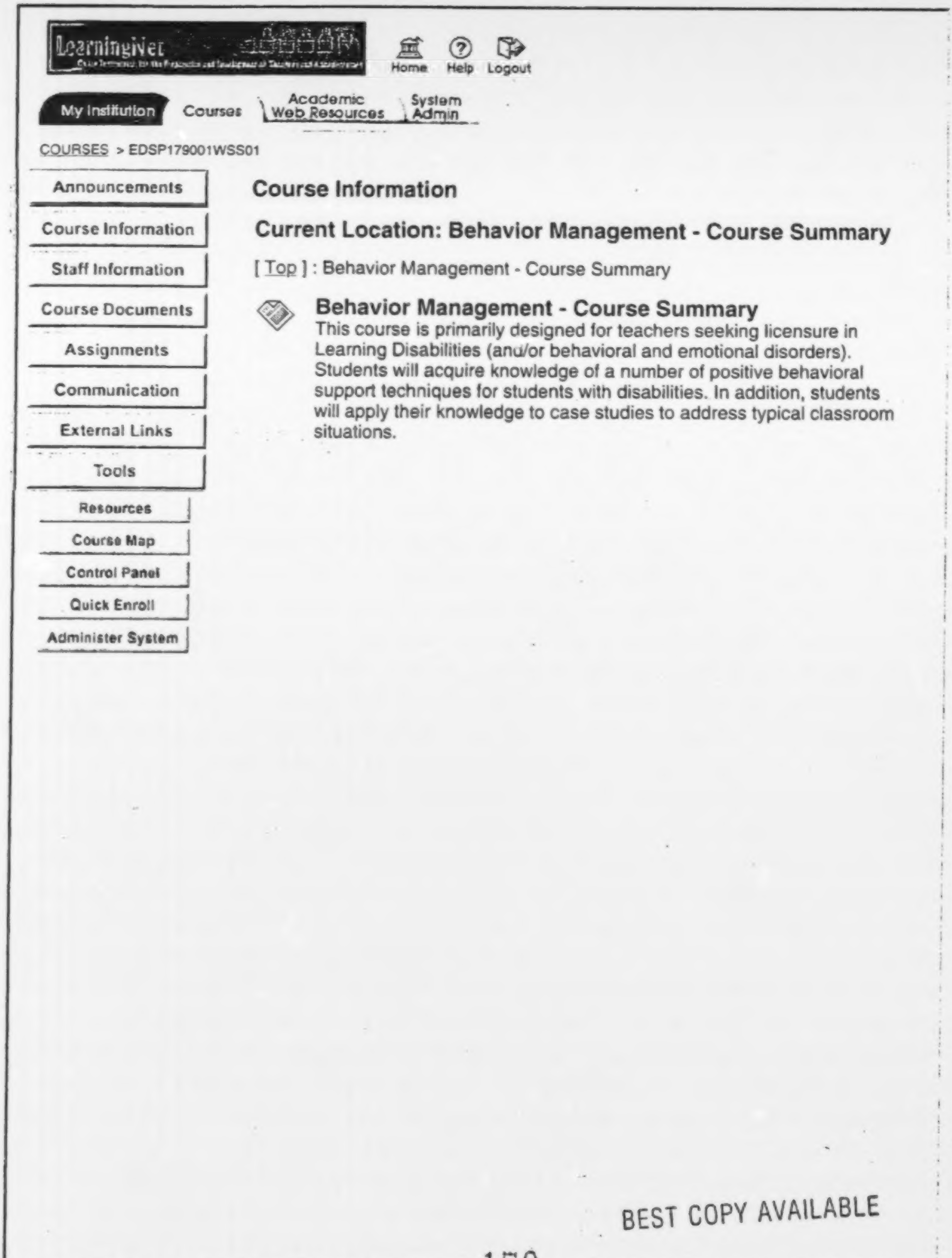
Zionts, P. (1996). Teaching disturbed and disturbing students. Austin, TX: Pro-ed.

Important Note

You may prefer to use the External Links component of the course navigation system to access the following links.

To access NCATE standards which coincide with the CEC, visit
www.ncate.org/standard/programstds.htm
Scroll to Special Education
Open the Adobe Acrobat Document
Read pages 12-13, 17-27, and 47-54.

To access INTASC standards, visit
www.ncpublicschools.org/pbl
Open the Adobe Acrobat document
Read pages 15-20 as indicated by your scroll bar.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Course Information

Current Location: Behavior Management - Course Summary

[Top] : Behavior Management - Course Summary

Behavior Management - Course Summary

This course is primarily designed for teachers seeking licensure in Learning Disabilities (and/or behavioral and emotional disorders). Students will acquire knowledge of a number of positive behavioral support techniques for students with disabilities. In addition, students will apply their knowledge to case studies to address typical classroom situations.

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Course Information

Current Location: Syllabus

[Top] : Syllabus

Behavior Management - Syllabus

Behavior Management/Positive Behavioral Support Techniques

You can contact helpdesk@eduprise.com 24/7 to answer any, or at least most, of your technical/computer-related questions. Jennifer Sorrow also may be able to help you by email at jsorrow@northcarolina.edu.

Required Text:
Alberto, P. A., & Troutman, A. C. (1999). Applied behavior analysis for teachers (5th edition). Upper Saddle River, NJ: Merrill/Prentice Hall.

General Info:
This course is primarily designed for teachers seeking licensure in Learning Disabilities (but may also be applicable and transferable to other related areas of special education). Students will acquire knowledge of a number of positive behavioral support techniques for students with disabilities (and those without disabilities also). In addition, students will apply their knowledge to case studies in order address some typical classroom situations.

Course Objectives:
By the end of the course, the student will:
1. understand the functional relationship between behavior and environment
2. demonstrate the knowledge of techniques for increasing behavior
3. demonstrate the knowledge of techniques for decreasing behavior
4. demonstrate the knowledge of techniques for increasing academic engaged time
5. demonstrate the knowledge of techniques for generalization of skills
6. understand the critical parts of IDEA with regard to positive behavioral supports
7. design an appropriate set of classroom rules with clear rationale
8. identify appropriate surface management interventions for given classroom situations
9. describe the development, implementation, maintenance, and fading of a token economy or point system
10. design and describe appropriate systems for promoting student behavioral self-management
11. identify appropriate intervention techniques to use in case situations

Course Requirements and Value of Assignments as Percentage of Final Grade:
1. Completion of all on-line lectures at the UNCGA eduprise web site, and specifically noted text chapter readings.
(10%) 2. Classroom Rules assignment
(15%) 3. IDEA regulations assignment
(15%) 4. Surface Management assignment
(15%) 5. Token System assignment
(15%) 6. Self-Management assignment
(30%) 7. Case Study assignment

The UNC-CH Graduate School denotes grades on this scale: H, P, L, and F. For this course:
H = 90% or higher average on all assignments
P = 80-89% average on all assignments
L = 70-79% average on all assignments
F = less than 70% average on all assignments

Getting Started:

1. Go to the course web site located at http://uncga.eduprise.com
2. Click on the "Log in" button.
3. Under "USERNAME" type your assigned name then hit the tab key. Under 'PASSWORD" type assigned word. Click on the "Login" button.
4. You will land at the course institution page.
5. Check out the Announcements and Today's Tasks boxes. Each time you log in, be sure to look at this.
6. In the MY COURSES box, click on the Behavior Management hotlink.
7. You will then land at the ANNOUNCEMENTS page. Again, each time you log in, be sure to look at this.
8. Note the snakeskin buttons on the left hand side.
9. Browse the main syllabus page under COURSE INFORMATION, on-line lectures under COURSE DOCUMENTS, and ASSIGNMENT pages.

The Next Time...

1. Using the NETSCAPE browser, go to the course web site located at http://uncga.eduprise.com
2. Do yourself a favor and create a personal web page bookmark on the computer where you plan to do your assignments.
3. Log in.
4. Check the Announcements page (I recommend that you do this each time you log in).
5. Click on the COURSE DOCUMENTS button.
6. Click on the folder for the Rules unit. Start into the on-line lectures and text chapter readings.
7. Click on the ASSIGNMENTS button.
8. Click on the folder for Developing Rules. Scroll down past the first assignment on terminology to the second one on Developing Rules.

*From then on, basically follow the same steps to complete the rest of the on line lectures, readings, and assignments.

Course Information

Current Location: Seminar in Learning Disabilities - Course Summary

[Top] : Seminar in Learning Disabilities - Course Summary

Course Information

Course Summary

The **Introduction Seminar in Learning Disabilities** is designed as an introduction to the education and instruction of students identified as having a learning disability. The focus of the instruction is on the development of knowledge and understanding of concepts in the field of specific learning disabilities. The course is divided into five units. Unit 1, The Foundations of Learning Disabilities, provides an understanding of the history, definitions, and causes of learning disabilities. Unit 2, Characteristics and Cognitive Abilities, provides an introduction to the specific areas of cognitive functioning, due to neurological variations, may constitute areas of specific learning disabilities. Unit 3 provides an overview of School Services for Students with Learning Disabilities including teacher competencies, student competencies, and the important aspects of effective school programs. Unit 4 introduces the participant to Instructional Procedures that have emerged from research and best practices. The course ends with Unit 5 addressing the Current Trends and Issues in the education of students with learning disabilities.

Please note that units do not refer to text chapters. The course units dictate the structure of the course. The text chapters (14) and the on line and other resources support the information in the units.

Course Content: Each of the five units has a set of instructional objectives to help you establish your expectations for what you should be learning in the course. The unit is organized by content topics which you can find for each unit in the schedule below. Recall of the knowledge presented in the course will be helpful in responding to the PRAXIS certification examination.

Study Schedule and Specific Campus Requirements: Each Unit will be available on this website from the beginning of the semester. The units will remain on the web site so that you can go back and review at any time during the course. Students should pace themselves through the units in order to meet deadlines and other requirements of their enrolling campus. Specific local campus instructions regarding due dates for exams and assignments and how to submit assignments are available in the Course Instructions sections (see Campus Course Calendars and Guidelines).

In Depth Text Questions Assignment : Students will answer five (5) In Depth Questions per chapter related to the course text (total 70). These questions should be answered in the students' own words using the information from the text or other assigned sources as a basis. Answers should be clear, concise, succinct, and address all aspects of each question. Question asnwers should be submitted according through the Digital Drop Box or other method according to instructions and schedules given in the Course Information section for each campus (see Campus Course Calendars and Guidelines). Special Note Regarding Use of Digital Drop Box--Students submitting materials through the DDBox must always preface each submission with the name of the enrolling campus, the campus instructor's name, the student's name and the assignment title.

Discussion Boards: General Forum Discussion--For each of the 5 units, a discussion question will be presented in the General Discussion Forum (available in the Communication section under Discussion Board). Participants will respond through the Discussion Board to each question using the information in the recommended readings, text, and unit resources to inform their responses. This is a General Discussion Forum involving interaction among course participants across all campuses. In addition to answering the questions, students are invited to react to and interact about the responses of other participants. The instructor at each enrollment campus will be reviewing and responding to discussion forum entries. Local Campus Group Discussions-- Some campus instructors may require additional participation in Local Campus Group Discussions. If this is required by your campus, it will be clarified in the Course Information section (see Campus Course Calendars and Guidelines). If applicable, Local Group Discussion questions will be made available through a Local Campus Group Discussion Forum (made available in the Communications section, see Group Pages).

Course Examinations : There will be a Mid-Term and a Final"Take Home" Exam. The Mid Term Exam will cover the content in Units 1 and 2 (readings and text chapters 1, 2, 4, 9, and 10. The Final Exam will cover units 3 through 5 (readings and text chapters 1, 3, 4, 5, 7, 8, 11-14). The exams are both objective and essay in nature. Students should prepare by reading all assigned readings from the text, course site, and web sites. Check your campus schedules for exam dates of availablity and due dates.

Course Projects: The completion of two course projects is required if you are a graduate student or one course project if you are an undergraduate student. The projects are designed as "hands on" projects, and the guidelines for conducting the projects are described in the projects assignment section of the course.

Course Information

Current Location: Seminar in Learning Disabilities - Syllabus

[Top] : Seminar in Learning Disabilities - Syllabus

Course Information

Introduction Seminar in Learning Disabilities

Course Objectives, Readings and Content Outlines

Unit 1 - THE FOUNDATIONS OF LEARNING DISABILITIES

Unit 1 Objectives

1.1. Describe the history and growth of the field of learning disabilities including the major phases the field's evolution.

1.2. Describe the major concepts or "themes" we have been able to cull from reviewing the history of the field of learning disabilities.

1.3. Understand the concept of learning disabilities. (What is a learning disability? What does it mean to have a learning disability?) Differentiate between a student with a learning disability and other students that are having difficulty learning but do not have a learning disability.

1.4. Cite and describe the common elements of the primary definitions of learning disabilities.

1.5. Describe the primary causes of learning disabilities and the extent that these causes are supported by the research and the literature.

Unit 1 Readings

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities

Chapters 1 and 2

Unit 1 Content Outline

Unit Introduction

1 Setting the Stage

2 Objectives

3 Assignments

History of Learning Disabilities

1 Evolution of the Field of Learning Disabilities

2 Lessons from History

Definitions of Learning Disabilities

1 Introduction to Definitions

2 The Major Definitions

3 Common Elements of Definitions

Causes of Learning Disabilities

1 Neurological Dysfunction or Variations

2 Causes of Neurological Dysfuncion or Variation

Unit 2 - CHARACTERISTICS AND COGNITIVE ABILITIES

Unit 2 Objectives

2.1. Describe the basic cognitive areas (or the specific learning disability areas) in which a learning disability can occur and describe how a specific learning disability can have a "Second Order Effect" on learning and instruction.

2.2. Cite the prevalence rates for learning disabilities and identify and discuss the reasons that the prevalence rate has been increasing.

2.3. Discuss the various reasons postulated for the gender and ethnic percentages of students identified as having a learning disability.

2.4. Given a description of a student with learning disabilities, describe (1) the specific learning disabilities of the student and (2) discuss the impact these disabilities will have on the students academic achievement and adjustment in school.

Unit 2 Readings

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapters 1, 4, 9 and 10

Special Readings: Understanding Specific Learning Disabilities

Unit 2 Content Outline

Unit Introduction

1 Setting the Stage

2 Objectives

3 Assignments

Areas of Specific Learning Disabilities

1 Understanding Specific Learning Disabilities

2 Attention

3 Memory

4 Auditory Processing

5 Visual Processing

6 Language Processing

7 Executive Control (Organization)

Prevalence

1 Percentage of Students with Learning Disabilities

2 The Increasing Prevalence of Learning Disabilities

Demographics

1 Gender of Individuals with Learning Disabilities

2 Ethnicity of Individuals with Learning Disabilities

Unit 3: SCHOOL SERVICES FOR STUDENTS WITH LEARNING DISABILITIES

Unit 3 Objectives

3.1 Describe the program components that need to be in place to provide an appropriate and comprehensive educational program for students with Specific Learning Disabilities.

3.2. Describe the academic and enabling outcomes which set the expectations for the LD student's progress and accomplishments.

3.3. Describe the assessment, identification and placement process.

3.4. Describe the main points of IDEA and its re authorizations.

3.5. Describe the required components of an IEP, the procedures required to develop an appropriate IEP, and the differences between poor IEPs and good IEPs.

3.6. Describe four roles that the field of medicine plays in the understanding and treatment of students with learning disabilities.

Unit 3 Readings

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapters 3, 4, 5, 7 and 8

Special Readings:

- Program Outcomes for Students with SLD

- SLD Program Components

- Roles and Responsibilities of LD and Regular Teachers

Unit 3 Content Outline

Unit Introduction

1 Setting the Stage

2 Objectives

3 Assignments

Teacher Competencies

1 The Competencies of Effective SLD Teachers

2 Areas of Competencies for SLD Teachers

Goals and Expected Competencies for SLD Students

1 Academic Goals and Expectations

2 Enabling/Process Goals

Necessary Components for Effective LD Programs

1 The Components of Effective Programs

The Individuals with Disabilities Education Act

1 The Individuals with Disabilities Education Act (IDEA)

2 The Major Components of IDEA

The Assessment, Identification and Placement Process

1 Referral, Identification, Placement and Services Processes

2 Significant Discrepancy Between Potential and Achievement

3 The Development and Use of the IEP

Medical Aspects of Learning Disabilities

1 Contributions of the Medical and Allied Health Professions

2 Attention Deficit Disorders and ADHD

Unit 4: INSTRUCTIONAL PROCEDURES

Unit 4 Objectives

4.1. Describe the importance of research in instruction and what we know about instructional procedures that work in teaching basic skills to students with learning disabilities.

4.2.Describe the clinical teaching process and demonstrate the skills teachers must have to provide effective clinical teaching. List three barriers that work against using a clinical teaching cycle approach in the regular classroom.

4.3. Describe the role of theory in planning and delivering educational services to LD students and briefly describe (1) developmental, (2) behavioral, (3) cognitive / information processing, and (4) metacognitive / learning strategies theories.

4.4. List and describe four teaching models or approaches to the delivery of effective educational services for students with learning disabilities.

4.5. Define learning strategies and give examples of three different learning strategies that have been used effectively with students with learning disabilities.

Unit 4 Readings

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapter 11, 12, 13, and 14

Unit 4 Content Outline

Unit Introduction

1 Setting the Stage

2 Objectives

3 Assignments

Instructional Research, Theory, and Models

1 From Research to Practice

2 Theory and Instruction

3 Models of Teaching That Work

Clinical Teaching

1 Introduction to Clinical Teaching

2 Step 1 in the Clinical Teaching Process

3 Step 2 in the Clincial Teaching Process

4 Step 3 in the Clinical Teaching Process

5 Step 4 in the Clinical Teaching Process

6 Accommodations and Modifications

Instructional Techniques

1 Teaching Reading: Research Supported Approaches

2 Teaching Writing: Effective Instructional Techniques

3 Teaching Math: Effective Instructional Techniques

Unit 5: CURRENT TRENDS AND ISSUES

Unit 5 Objectives

5.1. Describe the current general status of the relationship between parents and schools and the dynamics involved.

5.2. Describe the primary issues and the reasons these issues have developed.

5.3. Identify and discuss three trends in the education and treatment of students with learning disabilities which you believe will become important aspects of educational programs for students with learning disabilities.

Unit 5 Readings

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapter 1 and 2 and Readings

Special Readings (found in the Readings section)

-Special Education Faulted, Raleigh News & Observer

- Special Education in Restructured Schools

- NC PTS: Report on the Responsible, Responsive Inclusion

- NC PTS: Review of High School Programs and Graduation Requirements

Unit 5 Content Outline

Unit Introduction

1 Setting the Stage

2 Objectives

3 Assignments

Identification

1 Identification and Labeling

Availability of Services

Inclusion

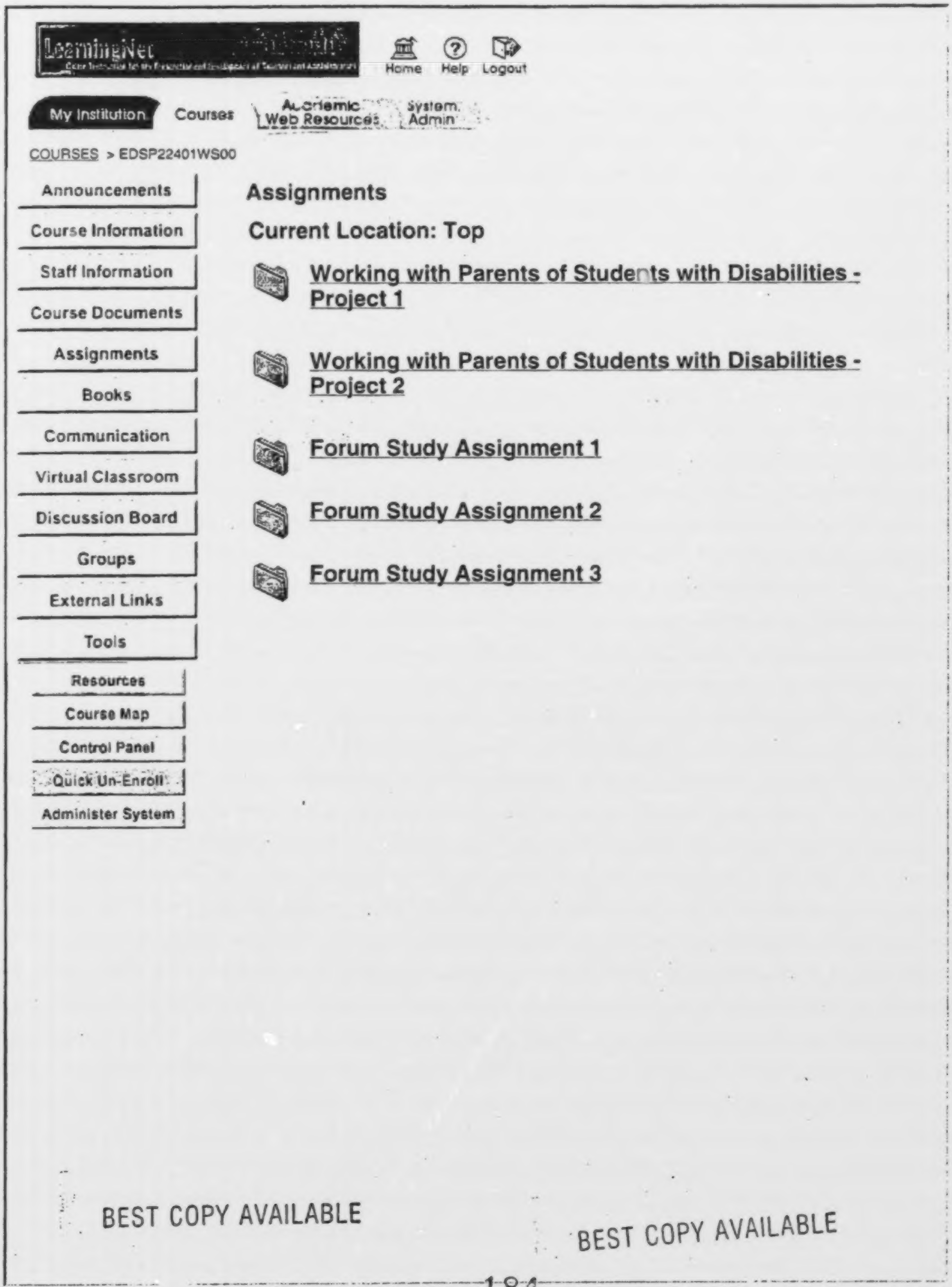
Accountability

Parent - School Relationships

APPENDIX F

ONLINE COURSES

COURSE PROJECTS


LearningNet
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Logout
My Institution
Courses
Academic Web Resources
System Admin
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Staff Information
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Assignments
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Virtual Classroom
Discussion Board
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Tools
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Quick Un-Enroll
Administer System

COURSES > EDSP22401WS00

Assignments

Current Location: Top

- Working with Parents of Students with Disabilities - Project 1
- Working with Parents of Students with Disabilities - Project 2
- Forum Study Assignment 1
- Forum Study Assignment 2
- Forum Study Assignment 3

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Assignments

Current Location: Working with Parents of Students with Disabilities - Project 1

[Top] : Working with Parents of Students with Disabilities - Project 1

Working with Parents of Students With Disabilities - Project 1

Guides (14073 Bytes)
Project 1: Family Interview and Interaction Plan

Unit 1 focuses on developing knowledge and skills which will help you understand the various dimensions and characteristics of parents and families of students with disabilities. To build effective relationships and plans, it is necessary to understand the dynamics of the parents and families of the students with whom you are working.

Information such as the family structure, culture, educational level, and socio-economic status is valuable in organizing family/school relationships. All parents and families have strengths and many have needs. The strengths of the families you work with can be used as resources for helping in a variety of areas, such as I.E.P. development, classroom volunteering, organizing parent support groups, and supporting program academic and behavioral objectives in the home.

Project Tasks

1. Preparation for Parent Interview Session

A. Review your course readings pertaining to the characteristics of families. These reading can be found in "Part 2: Understanding Families" in your text (Chapters 1,2,5,6,7,8). This information is summarized in your on-line course documents as well. Be sure to visit the web links related to this topic found in the course.

B. Print out the Structured Family Interview Guide and Family Discussion Guide and carefully review these materials in preparation for you interview session.

C. Select a family of a student with a learning disability to contact to set up an interview session. Try to select a family of a student that you have had in class or has been recommended by a mutual acquaintance. Establish a time and place for the interview.

D. Conduct the interview following the interview guidelines using the Family Interview Guide (see B above).

E. Using the information gathered in your family interview write a report organized across the following topics:

1. Introduction -- to include a statement of purpose of the interview, a section on the background of the student, and a section providing a general introductory description of the family.

2. The Interview -- Describe the who, when, where details of the interview, the duration of the interview and your general reflections on the interview process. How did it go? Level of rapport? Interruptions? General Personal Atmosphere?

3. Summary of Family Characteristics -- Summarize the information you gathered across the areas of family characteristics discussed in Turnbull and Turnbull. (i.e., General family characteristics, Personal Characteristics, special challenges, family interactions, etc.)

4. Summary of Family Strengths and Needs-- Using information presented in 3 above, briefly summarize the family strengths and needs.

5. Develop a Family-School Interaction Plan -- which, based on the strengths and needs of the family, presents recommendations suggesting (a) the best means of interacting and communicating with the family, (b) how best to reflect the parents concerns and interest in interdisciplinary team meetings (i.e.,

selecting instructional objectives for the IEP), (c) family needs that may be served by other referral agencies, and (d) best ways to coordinate home and school learning activities.

6. Resource List -- Develop a resource list of books, pamphlets, organizations, websites, etc. that could be helpful in supporting this family's understanding of the child's disability and places to get help outside of the school. (Review the sources you include--you don't want parents buying snake oil from places on the web!)

Assignments

Current Location: Working with Parents of Students with Disabilities - Project 2

[Top] : Working with Parents of Students with Disabilities - Project 2

Working with Parents of Students With Disabilities - Project 2

Project 2: A Self Assessment and Professional Development Plan to Improve Communication and Parent Conference Skills

Effective communication skills are essential in building trusting and effective relationships with parents and colleagues. A sense of working together on a common cause will go a long way in facilitating planning, instruction, and learning. Quality relationships and effective communications do not develop automatically, especially when you are faced with a variety of family characteristics, strengths, and needs. Everyone has relative strengths and weaknesses in their individual communication skills. The goal of this portfolio project is to assist you in recognizing and using your strengths and improving your weaknesses to promote and maintain effective and trusting relationships with parents.

Tasks

1. (Individual Task) Reflect upon your past parent conferences which were especially productive and effective, and also those that were not productive. If you do not have a history of parent-teacher communication experiences, select another series of communication experiences on which to base your personal assessment. Write a short summary of your "effective" communication experiences. and your "ineffective" communication experiences.

2. (Group Task) Using the information from this course and your text, develop an intra-individual rating scale for your performance at conferences. It is up to your group to decide what types of items you include on your rating scale. You may want to consider such areas as (a) Pre-Conference Planning and Preparation, (b) Skills During the Conference (such as listening, empathy, clear understanding, etc.), and (c) Post-Conference Follow-up. See the attached example.

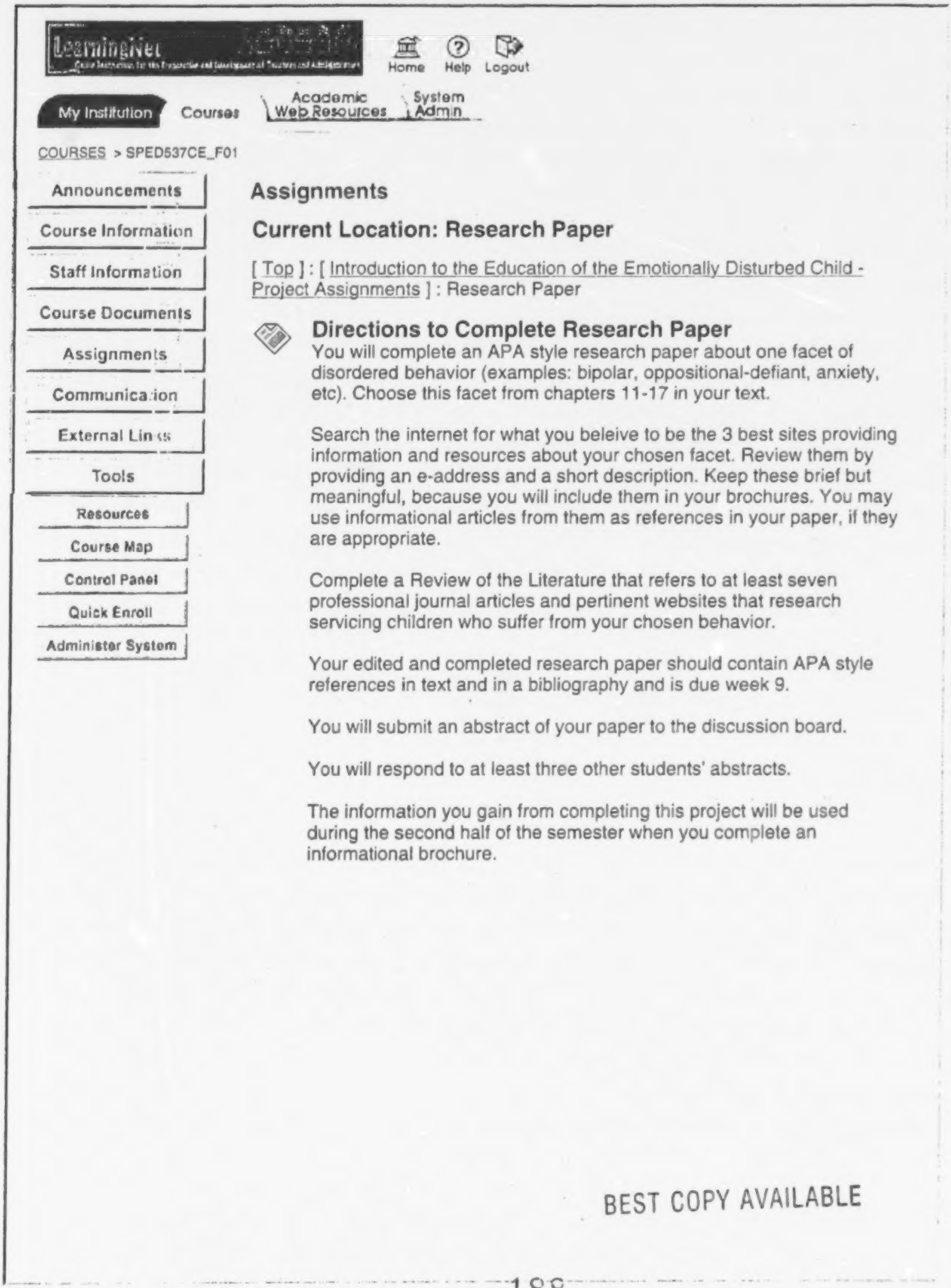
3. (Individual Task) Using your rating scale following a conference, rate each skill in relationship to your other skills. What do you perceive as your comparative strengths? What do you perceive as your comparative weaknesses?

3. (Individual Task) Summarize the results of your self-ratings and develop a brief plan for emphasizing your strengths during conferences and improving (or perhaps avoiding) your weaknesses.

4. (Individual Task) Finally, bringing together all of the components of the course, develop a communication plan for your classroom or other situation. Describe with whom you will communicate, how often, what information you will exchange, and how you will do it. Include examples of forms you may use to communicate with parents or other teachers, such as phone logs, notes, journals, etc. Make the plan as realistic as possible and use forms or examples that you have created, not your district-wide forms. You may work with your group to gather ideas.

Communication Skills

Download Rating Scale (8075 Bytes)
To download the attached file, simply click on its link above. A box will then appears, asking you where to save the file. It's ususally best to save to your desktop so you can find it easily. There should be a button that says 'desktop' to click (mac); or if not, keep clicking the up arrow (pc) until you reach the desktop. Then click 'save'. Then open it with your word processor. Contact Charlie Rowe (rowe@email.unc.edu); (919-962-9381) if you have problems with this process.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Assignments

Current Location: Research Paper

[Top] : [Introduction to the Education of the Emotionally Disturbed Child - Project Assignments] : Research Paper

Directions to Complete Research Paper

You will complete an APA style research paper about one facet of disordered behavior (examples: bipolar, oppositional-defiant, anxiety, etc). Choose this facet from chapters 11-17 in your text.

Search the internet for what you beleive to be the 3 best sites providing information and resources about your chosen facet. Review them by providing an e-address and a short description. Keep these brief but meaningful, because you will include them in your brochures. You may use informational articles from them as references in your paper, if they are appropriate.

Complete a Review of the Literature that refers to at least seven professional journal articles and pertinent websites that research servicing children who suffer from your chosen behavior.

Your edited and completed research paper should contain APA style references in text and in a bibliography and is due week 9.

You will submit an abstract of your paper to the discussion board.

You will respond to at least three other students' abstracts.

The information you gain from completing this project will be used during the second half of the semester when you complete an informational brochure.

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Assignments

Current Location: Introduction to the Education of the Emotionally Disturbed Child - Research Paper

[Top] : [Introduction to the Education of the Emotionally Disturbed Child - Project Assignments] : Introduction to the Education of the Emotionally Disturbed Child - Research Paper

Directions to Complete Research Paper

You will complete an APA style research paper about one facet of disordered behavior (examples: bipolar, oppositional-defiant, anxiety, etc). Choose this facet from chapters 11-17 in your text.

Search the internet for what you beleive to be the 3 best sites providing information and resources about your chosen facet. Review them by providing an e-address and a short description. Keep these brief but meaningful, because you will include them in your brochures. You may use informational articles from them as references in your paper, if they are appropriate.

Complete a Review of the Literature that refers to at least seven professional journal articles and pertinent websites that research servicing children who suffer from your chosen behavior.

Your edited and completed research paper should contain APA style references in text and in a bibliography and is due week 9.

You will submit an abstract of your paper to the discussion board.

You will respond to at least three other students' abstracts.

The information you gain from completing this project will be used during the second half of the semester when you complete an informational brochure.

Assignments

Current Location: Introduction to the Education of the Emotionally Disturbed Child - Informational Brochure

[Top] : [Introduction to the Education of the Emotionally Disturbed Child - Project Assignments] : Introduction to the Education of the Emotionally Disturbed Child - Informational Brochure

Directions to Complete Informational Brochure

As you have read, one of the obstacles to delivering services to families of children with emotional and behavioral disorders is the lack of understanding about the disorders themselves. For this reason, good programs and good teachers provide some of this information to parents and agencies when requested or appropriate. After having researched one facet of behavior, we will each now create such an informational brochure for the parents of our students and our collegues. You will submit them to your facilitator who will post in the Course Documents section of the course so that you all can share and distribute them.

You can use one of several Microsoft Office documents to complete the project, including Word and Publisher. If you prefer to use a different software program, consult your facilitator for approval.

Rubric for Grading:

Creativity / Use of technology 5 points
Quality of Information: 15 points
Inclusion of 3 useful websites: 5 points
Inclusion of 3 helpful agencies: 5 points

Total = 30 points

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Assignments

Current Location: Seminar in Learning Disabilities - Project Assignments

[Top] : Seminar in Learning Disabilities - Project Assignments

Seminar in Learning Disabilities - Project 1

Seminar in Learning Disabilities - Project 2

Seminar in Learning Disabilities - Project 1 Resources File

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Assignments

Current Location: Seminar in Learning Disabilities - Project 1

[Top] : [Seminar in Learning Disabilities - Project Assignments] : Seminar in Learning Disabilities - Project 1

Project 1 Guidelines

Project 1: Determining the Impact of a Specific Learning Disability on a Student's Classroom Performance

Due Date: Check your campus' calendar!

This project is designed to help you apply the content studied in Unit 2.

Project Tasks

1. First, select one of the specific learning disability areas discussed in Unit 2.

These are: attention,memory, visual processing, auditory processing, language, and executive control.

Use the area selected as the focus for your project.

2. Next, develop or select an informal classroom observational procedure to gather

additional information on the impact of the specific learning disability area

which you selected on a student's academic and/or behavioral functioning in your class. Example observation

checklists can be found in the Assignments section of the web site in the **Project 1 Resources File**.

You can use one or more of the checklists as is, make changes in the checklists,

or select another observational form or procedure to use.

3. Use the checklist you have selected, adapted or developed as a framework

for making observations of a student in your class who has a specific learning disability.

Although this process involves only classroom observations, and not special testing, you should discuss

this project with the student's parents, explaining the purpose of the observations, and obtain their written permission before proceeding.

4. Using the informal observation process, develop a profile of the student's abilities.

Report Format

a. A descriptive summary of the cognitive impairment area (i.e., Visual Processing).

This section should be brief, and not longer than one page.

b. A description of the observational approach or procedures you used along

with a copy of the completed informal observation form you used to collect your observational

information on a particular student.

c. A summary of your observations of the student you selected to observe.

This section should report your observations-- discussing and summarizing the students strengths

and weaknesses observed in the specific cognitive area you selected

d. In the final section of your report, discuss how you can use the information

you gathered to provide appropriate instruction for the student along with a general

instructional plan for the student.

Project 1 Scoring Criteria

Scoring Rubric/Sheet for Project 1

Seminar in Learning Disabilities

Name:

1. Summary of cognitive impairment area. Includes clear, concise summary in one page or less.--1 2 3 4 5 6 7 8 9 10

Comments:

2. Observational Approach. Includes clear description of observational approach/procedures and forms

used to collect data, describing how they were used.------ ------------------------------1 2 3 4 5 6 7 8 9 10

Comments:

3. Summary of observations. Includes concise summary of observations and description of students strengths and weaknesses in cognitive area observed.-----------------1 2 3 4 5 6 7 8 9 10

Comments:

4. Use of observational information. Includes discussion of how information gathered can assist instruction. Includes general instructional plan related to cognitive area. ------1 2 3 4 5 6 7 8 9 10

Comments:

5. Technical Quality. Project well organized, comprehensive and clear. Contains correct grammar and word processing. Has neat appearance.------------------------------------1 2 3 4 5 6 7 8 9 10

Comments:

Assignments

Current Location: Seminar in Learning Disabilities - Project 2

[Top] : [Seminar in Learning Disabilities - Project Assignments] : Seminar in Learning Disabilities - Project 2

Project 2 Guidelines

Project 2 - LD Program Improvement Plan

Note: Begin Project 2 after you have completed and turned in Project 1

Due Date: Check your campus' calendar!

Introduction

Project 2 involves assessing a school's program for students identified as having specific learning disabilities and developing a plan to improve the program. The project should help you apply your knowledge about successful and effective services for students with specific learning disabilities to real school programs.

Participants from the same school building or school system who would like to work together on this project may do so by submitting a plan for working together to your section's campus instructor for approval,

Project Tasks

1. School Selection. Select a school or school system to be the subject of your assessment. In most cases this should be the school building where you are employed or where you are a practicing teacher. If you are not employed in a school and are a parent, you may want to select your son's or daughter's school, or a school where a friend teaches. In all situations it is recommended that you work cooperatively with the school's or system's leadership personnel on the project.

2. Assessment Process Planning. Using the information and resources provided in the course, develop a structured assessment procedure for determining the strengths and weakness of your school-building's, or your school system's, learning disability program. The assessment process should address the program components, or dimensions, that are needed to provide effective instruction for the variety of needs reflected by heterogeneous groups of students with learning disabilities. In addition, your assessment should include data from the ABC EOG tests indicating the percentage of students with learning disabilities at grade level as well as the

percentage of LD students exempted from the ABC testing.

3. Information Gathering. Using the assessment process developed, gather information on your school's program by interviewing at least three people with knowledge of the program. Teachers, parents, administrators, or possibly students may all be appropriate to be involved. The assessment process developed in task 1 should be used for this purpose.

4. Summary of Results. Summarize the results of your assessment. Include in your summary a discussion of the strengths and needs of the program.

5. Improvement Plan. Develop a Program Improvement Plan designed to improve the effectiveness of the program. Be explicit about what improvements need to be made and the process to be used to make the improvements.

>

Project 2 Grading Criteria

Below is the scoring rubric to be used for scoring Project 2.

You can also find this information at the end of the Project 2

description of the Syllabus page.

Scoring Rubric/Sheet for Project 2

Seminar in Learning Disabilities

Project 2 Scoring

Name: ____<

1. Introduction to project. Includes clear statement of project purpose along with clear descriptive information on school and

LD program. --1 2 3 4 5 6 7 8 9 10

Comments: ____

____

2. Assessment Procedures.

Includes clear description of the procedures used to assess the

LD program. Includes rating or interview forms and

how they were used.---1 2 3 4 5 6 7 8 9 10

Comments:

3. Results. Includes summary of findings with a description

of the LD program's strengths and weaknesses------------------1 2 3 4 5 6 7 8 9 10

Comments:

4. Improvement Plan. Includes a practical plan for improving the program.

States what actions should take place and who should be involved?

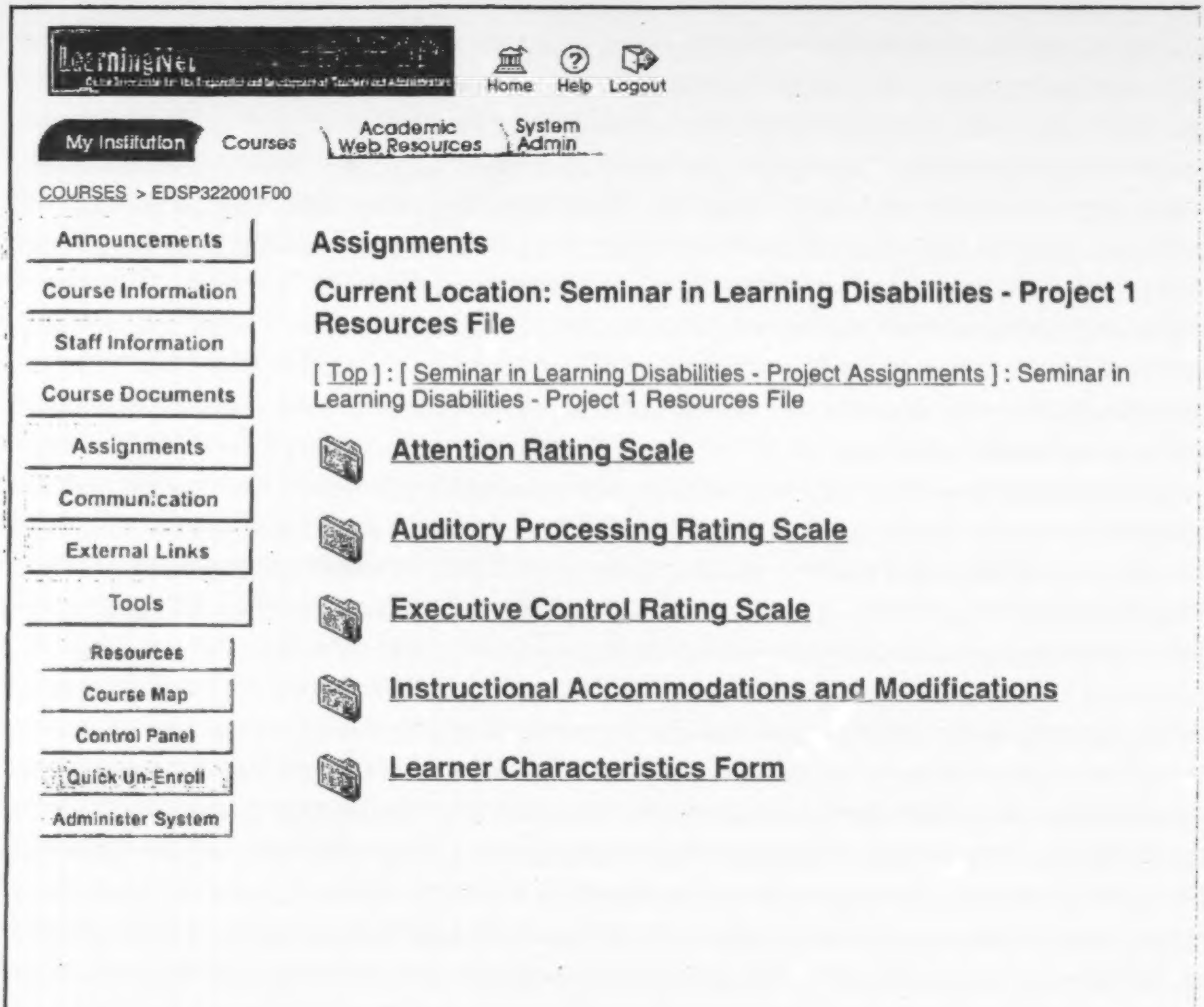
(i.e., staff development efforts, redesigning the delivery of

instruction, size of instructional groups, etc.)---------------1 2 3 4 5 6 7 8 9 10

Comments:

5. Technical Quality. Project well organized,comprehensive and clear. Contains correct grammar and word processing. Has neat appearance.----1 2 3 4 5 6 7 8 9 10

Comments:



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Current Location: Seminar in Learning Disabilities - Project 1 Resources File

[Top] : [Seminar in Learning Disabilities - Project Assignments] : Seminar in Learning Disabilities - Project 1 Resources File

- Attention Rating Scale
- Auditory Processing Rating Scale
- Executive Control Rating Scale
- Instructional Accommodations and Modifications
- Learner Characteristics Form

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Assignments

Current Location: Attention Rating Scale

[Top] : [Seminar in Learning Disabilities - Project Assignments] : [Seminar in Learning Disabilities - Project 1 Resources File] : Attention Rating Scale

Homework Assignment

Attention Rating Scale*

* Adapted from an attention rating scale developed by Sharon Bottesch, Albert Forney, Eva Justice, and Christine Willis

Purpose of the Rating Scale

The purpose of this rating scale is to assist classroom teachers to identify the impact of an attention deficit on a student's ability to learn in a specific classroom or setting.

The information gathered can be used to assist with the planning of instructional accommodations and modifications to promote effective instruction and learning for students with learning disabilities.

ATTENTION RATING SCALE

Student Name: ____________________

Date: ____________________

Observing Teacher: ____________________

Directions for Use of the Scale:

The scale is to be used to help you organize information that you have gained from observations of a student's behavior. To effectively use the scale, you be very familiar with the student and have had the student in your class over an extended period of time. You should be very familiar with student's classroom behaviors and abilities and feel comfortable about using the scale to make observational judgments.

Read each statement in the scale and use the rating values below to respond to each statement. Write your rating next to the statement.

FREQUENTLY = 3; SOMETIMES = 2; INFREQUENTLY = 1

SELECTIVE ATTENTION

The student:

1. is easily distracted from focusing on the learning task. ___

2. talks to other student's during times he/she should be attending. ___

3. does not follow instructions. ___

4. inappropriately responds to questions. ___

5. attends to wrong details of a lesson or learning activity. ___

6. does not work cooperatively with a small group. ___

7. works hard but on the wrong tasks. ___

SUSTAINED ATTENTION

The student:

8. drifts in and out of attention. ___

9. leaves seat at inappropriate times. ___

10. does not sustain interest in tasks and/or assignments. ___

11. changes from one activity to another. ___

12. must have directions repeated. ___

AROUSAL/ALERTNESS

The student:

13. appears to daydream. ___

14. appears to be tired and sleepy.___

15. works better when in small group of peers. ___

16. is slow to respond to questions and discussion. ___

17. take more time than necessary to finish a task. ___

18. has difficulty working independently. ___

Interpretation of Results

A rating of 3 indicates the need to undertake the use of specific classroom modifications

and/or accommodations to reduce and/or eliminate the inattentive behavior identified.

References

Lerner, Janet. Learning Disabilities. Boston: Houghton Mifflin Company, 1997.

Quinn, Patricia 0. Attention Deficit Disorder. New York: Brunner/Mazel, 1995.

Assignments

Current Location: Auditory Processing Rating Scale

[Top] : [Seminar in Learning Disabilities - Project Assignments] : [Seminar in Learning Disabilities - Project 1 Resources File] : Auditory Processing Rating Scale

Homework Assignment

Auditory Processing Rating Scale*

* Adapted from an auditory processing rating scale developed by Barbara Teagarden for a Course Project in EDSP 332, UNC-CH, Spring, 1998.

Purpose of the Rating Scale

The purpose of this rating scale is to assist classroom teachers to identify the impact of auditory processing difficulties on a student's ability to learn in a specific classroom or setting. The information gathered can be used to assist with the planning of instructional accommodations and modifications to promote effective instruction and learning for students with learning disabilities.

AUDITORY PROCESSING RATING SCALE

Student Name: ____________________________

Date: ____________________________

Observing Teacher: ____________________________

Directions for Use of the Scale:

The scale is to be used to help you organize information that you have gained from observations of a student's behavior. To effectively use the scale, you should have had the student in your class over an extended period of time. You should be

very familiar with student's classroom behaviors and abilities and feel

comfortable about using the scale to make observational judgments.

Read each statement in the scale and use the rating values below to respond to

each statement. Write your rating next to the statement.

FREQUENTLY = 3; SOMETIMES = 2; INFREQUENTLY = 1

GENERAL AUDITORY PROCESSING

The student:

1. appears to be more responsive to visual learning materials. ___

2. appears to have difficulty understanding material present verbally. ___

3. makes frequent spelling errors when writing. ____

5. acts tired when working on tasks requiring listening skills. ___

6. has difficulty understanding information presented in lectures. ___

7. has difficulty responding to questions. ___

8. is distracted by loud noises and/or background noises ___

9. talks loud in normal conversations or in classroom responses. ____

AUDITORY ATTENTION

The student:

10. has a short attention span when listening. ___

11. asks teachers to repeat directions. ____

12. answers with, "What?" when asked a question. ___

13. watches what other students are doing and follows their example. ___

14. performs better in individual and small group instruction. ___

AUDITORY DISCRIMINATION (for elementary students or students demonstrating severe reading difficulties)

The student:

15. has difficulty discriminating sounds that are similar. ___

16. has difficulty hearing likeness and difference in sounds. ___

17. has difficulty breaking words into syllables. ___

18. mispronounces words - particularly multi syllable words. ___

AUDITORY MEMORY

The student:

19. has difficulty following multi-step, verbal instructions. ___

20. has difficulty remembering names of objects. ___

21. uses generic words when referring to nouns, etc. (e.g. "thing" or "stuff') ___

22. has difficulty in taking notes from verbally presented material. ___

23. takes longer than usual before responding to questions. ___

24. pauses frequently during verbal explanations or responses. ___

PHONOLOGICAL AWARENESS

The student:

24. leaves out sounds in words (letters or syllables). ___

25. adds sounds or substitutes words. ___

26. gets similar sounding words mixed up (e.g. imagination for "immigration"). ___

27. substitutes, repeats, omits or reverses phonemes when spelling. ___

Interpretation of Results

A rating of 3 for any statement indicates the need to undertake the use of specific

classroom modifications and/or accommodations to either bypass the auditory

processing weaknesses or to strengthen auditory processing abilities.

References

Barr, D. (1972). Auditory Perceptual Disorders. Springfield, IL: Charles C. Thomas.

Brown, F., Aylward, E., Keogh, B. (1992). Diagnosis and Management of Learning

Disabilities. San Diego, CA: Singular Publishing Group, Inc.

Gerber, A. (1993) Language-Related Learning Disabilities. Baltimore, MD: Paul H.

Brooks Publishing Company.

Harwell, J. (1982).How to Diagnose and Correct Learning Difficulties in the

Classroom. West Nyack, NY: Parker Publishing Company, Inc.

Johnson, C. (1981). The Diagnosis of Learning Disabilities. Boulder, CO: Pruett

Publishing Company.

Lerner, J. (1993). Learning Disabilities. Boston: Houghton Mifflin Company.

Lindamood, P. (1979). The Lindamood Auditory Conceptualization Test. Paso

Robles, CA: NBI Publishing.

Lyon, R., Gray, D., Kavanagh, J. & Krasnegor, N. (1993). Better Understanding of

Learning Disabilities. Baltimore, MD: Paul H. Brooks Publishing Company.

Westman, J. (1990). Handbook of Learning Disabilities: A Multisensory Approach.

Needham Heights, MA: Allyn and Bacon.

Assignments

Current Location: Executive Control Rating Scale

[Top] : [Seminar in Learning Disabilities - Project Assignments] : [Seminar in Learning Disabilities - Project 1 Resources File] : Executive Control Rating Scale

Homework Assignment

Executive Control (Organization) Rating Scale*

* Adapted from an executive control rating scale developed by Julia Lytle Brent, Laura Heller, Suzie McClone, and Rachel Kenney for EDSP 322, UNC-CH, Spring, 1998.

Purpose of the Rating Scale

The purpose of this rating scale is to assist classroom teachers to identify the impact of auditory processing difficulties on a student's ability to learn in a specific classroom or setting. The information gathered can be used to assist with the planning of instructional accommodations and modifications to promote effective instruction and learning for students with learning disabilities.

Executive Control (Organization) Rating Scale

Student Name: ____

Date: ____

Observing Teacher: ____

Directions for Use of the Scale:

The scale is to be used to help you organize information that you have gainec from observations of a student's behavior. To effectively use the scale, you should have had the student in your class over an extended period of time. You should be very familiar with the student's classroom behaviors and abilities and feel comfortable about using the scale to make observational judgments.

Read each statement in the scale and use the rating values below to respond to each statement. Write your rating next to the statement.

FREQUENTLY = 3; SOMETIMES = 2; INFREQUENTLY = 1

INDEPENDENT WORK

The student:

1. appears to have a strategy as she/he begins a learning task. ___

2. completes his/her work in the specified amount of time. ___

3. can explain the strategy she/he is using to complete a task. ___

4. knows when a task is completed correctly. ___

GROUP WORK

The student:

5. demonstrates an understanding of her/his role in the group. ___

6. demonstrates respect for the other group members. ___

7. knows which materials are appropriate to complete the task. ___

8. can appropriately reword instructions to group members. ___

9. evaluates feedback from her/his peers. ___

PROJECTS

The student:

10. develops a plan and schedule for completing the project. ___

11. uses successful past strategies and procedures to complete projects. ___

12. evaluates progress in completing the project regularly. ___

13. requests outside evaluation (teacher/parents) of progress. ___

HOMEWORK

The student:

14. understands and keeps track of assignments. ___

15. makes sure she/he has appropriate materials at home ___

16. has self checked homework for correctness. ___

17. is self-motivated to complete homework. ___

18. can explain plan for assuring homework is completed. ___

19. turns in completed homework on time. ___

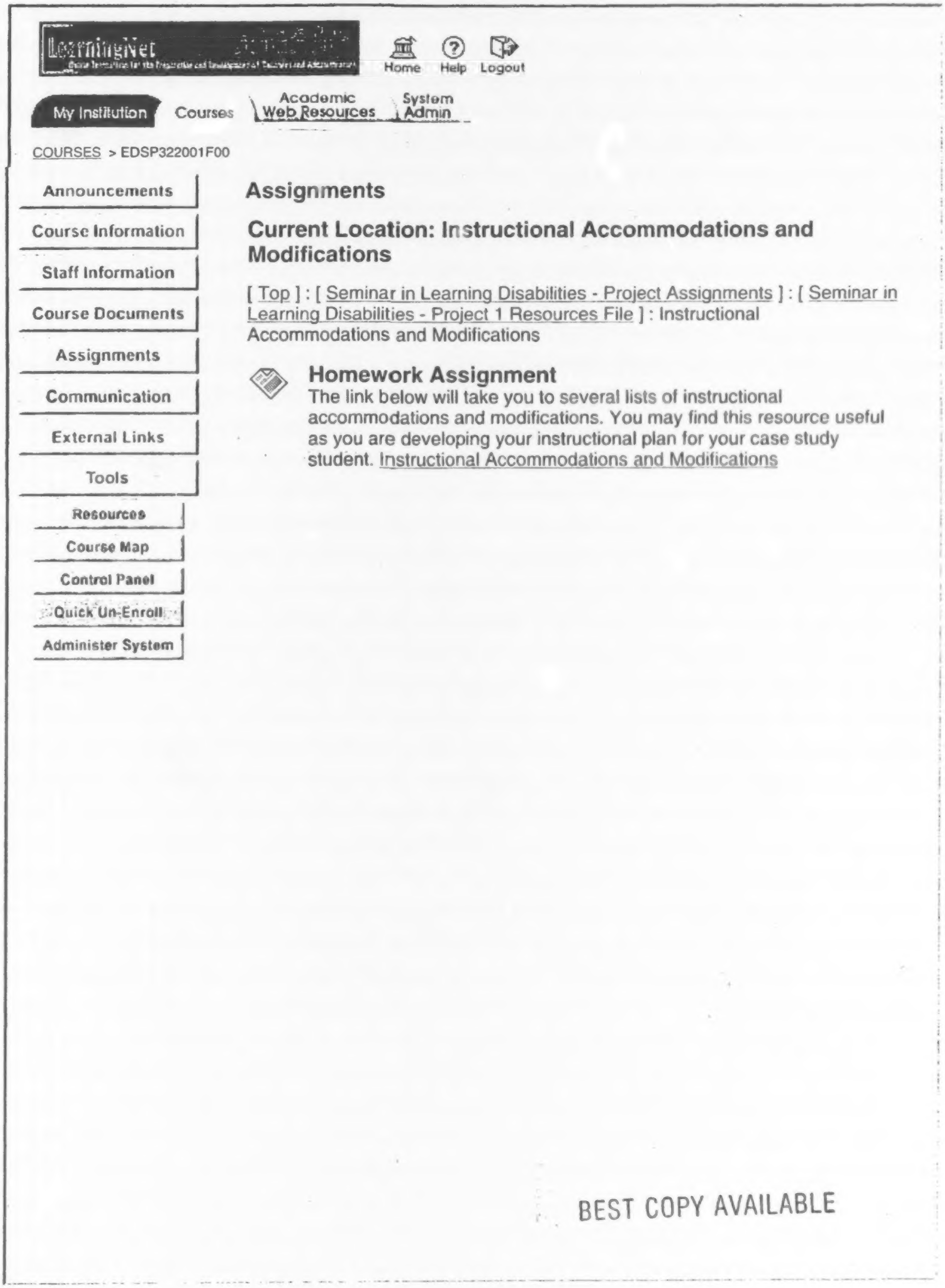
20. demonstrates a good attitude toward homework. ___

A rating of 1 for any of the statements indicates the need to undertake the use of specific instruction, modifications and/or accommodations to assist the student to minimize difficulties with organization and/or to strengthen his or her organizational skills.

References

Reid, D.K., Hresko, W.P., & Swanson, L. (Editors). Cognitive Approaches to Learning Disabilities, Austin, TX: Pro-Ed Publishers.

Kavale, K., Forness, S.R., & Bender, M. (Editors). Handbook of Learning Disabilities, Vol. I & II: Dimensions and Diagnosis. Little Brown and Company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Current Location: Instructional Accommodations and Modifications

[Top] : [Seminar in Learning Disabilities - Project Assignments] : [Seminar in Learning Disabilities - Project 1 Resources File] : Instructional Accommodations and Modifications

Homework Assignment

The link below will take you to several lists of instructional accommodations and modifications. You may find this resource useful as you are developing your instructional plan for your case study student. Instructional Accommodations and Modifications

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Assignments

Current Location: Learner Characteristics Form

[Top] : [Seminar in Learning Disabilities - Project Assignments] : [Seminar in Learning Disabilities - Project 1 Resources File] : Learner Characteristics Form

Learner Characteristics Form

The link below will take you a page where several forms used for case studies can be found. You can download these forms to your computer to use with your word processing program. If you are using Microsoft Word for Windows on a PC, select the forms from that sub list. If you are using Microsoft Word on a Macintosh select forms from that sub list. The form you may want to review and adapt and/or use as is for Project 1 is entitled, **Learner Characteristics**.

Instructional Accommodations and Modifications

Date: Monday, 10/15

Ada Vallecorsa
Methods for Teaching Students with Learning Disabilities

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Topic: Course Project Option #1: Classroom Accommodation Planning

Objective:

This project is designed to help you apply the content studied in Unit 1. If you select this project option, it must be turned in by,**October 15, 2001**. It will be worth 25 points toward your final grade for the class.

Directions:

1. For this project you are to select a student who has a learning disability. The object is for you to design a program of classroom modifications and accommodations to meet the needs of your target student. To do this you should rely on the information covered in the on-line lectures for Unit 1 and information presented in your textbook (see pages 165-170 and 541-552).

2. Once you have selected a target student, you are to gather information to develop a profile of your student's strengths and weaknesses. This might involve locating currently available test data that documents the student's academic or behavioral status (i.e., information on hand in the student's IEP file). Or it can involve collecting information using some of the data-gathering strategies discussed in Unit 1 (i.e., gathering information by asking, observing and examining). In either case, your goal is to gather a sufficient range of information to develop a profile of your student, similar to the one presented in the practice task for Unit 1.

3. Next, you are to gather information to characterize the student's classroom setting. To do this, you should begin by first selecting a target class time. That is, you need to decide which subject area you want to focus on. Clearly, you should pick a subject area where your student is experiencing difficulty and could benefit from some instructional accommodations and modifications. Once you have selected the target class you should use the same strategies of asking, observing and examining to gather information on the class. Your goal is to get a good sense of what routinely happens in the target classroom: What are the rules? How is instruction delivered? What grouping patterns are used? What kinds of assignments and evaluation tasks are given? and so on. The on-line lecture portion of Unit 1 presents a fairly comprehensive overview of things you might what to look at in sizing up the classroom (feel free to use any of the checklists and interview guides presented there!). You should gather enough information to develop a profile of the class

similar to the one presented in the practice task for Unit 1.

4. Once you have developed a profile of both the target student and the target classroom, you should conduct a "mismatch" analysis according to the guidelines presented in the on-line lectures section of Unit 1 under the topic "Selecting Effective Accommodations."

5. Use your "mismatch" analysis as a guide to develop an appropriate intervention plan for the student. Keep in mind that in most cases an effective plan will need to include strategies to address each of the three broad categories suggested in the guidelines presented in Unit 1 (i.e., support/study skills that should be taught, recommended instructional accommodations, and suggested modifications in what/how the student is taught).

TO BE HANDED IN FOR EVALUATION:
Your are to write up the results of your efforts in narrative form. Please do not use the student's real name - make one up or use initials. Your report should include the following components:

1. Student Profile
   This section of your report should summarize the information gathered in Step 2 above. It should provide a good "thumbnail" description of your target student and his/her academic and behavioral strengths and weaknesses. It should also include a description of the strategies you used to gather your information (eg. where you looked, who you talked to, what you had the student do, etc.).

2. Classroom Profile
   This section of your report should summarize the information gathered in Step 3 above. It should provide a good "thumbnail" description of the target class in terms of the typical instructional routine. It should also include a description of the strategies you used to gather your information.

3. Mismatch Analysis
   This section should summarize the results of your "mismatch" analysis. It should describe in good detail areas where there is a conflict between demands of the class and what your student can do.

4. Intervention Plan
   This section should be fairly detailed in describing an appropriate plan of action for addressing the student's needs. Specifically, are there skills you would teach the student to help him/her meet class demands, such as some of the study skills described in Chapter 13 of your textbook? What accommodations would you recommend for the student? Are there areas where instructional modifications may be needed and, if so, what types of modifications would you suggest?

Last Updated: 08/06/2001
Email: Questions for Ada Vallecorsa

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Date: Monday, 11/12

Ada Vallecorsa
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Topic: Course Project Option #2: Reading Assessment

Objective:

This project is designed to help you apply the content studied in Unit 3. If you select this project option, it must be turned in by **November 12, 2001**. It is worth 25 points toward your final grade for the course.

Directions:

1. To complete this project you must select a student who is having problems in reading that include difficulties in the area of word recognition. The student's age or grade level does not matter, but it is important that you pick someone who is having a fair amount of difficulty. Otherwise, you won't have much to work with in completing this project.

2. Locate relevant information currently available on the student's reading performance. This might include information obtained from the student's IEP file, from work samples, or from direct observation. Your goal is to get a feel for the student's reading abilities: What's the student's general reading achievement level? What kinds of things seem to be especially problematic? What kinds of things seem to present no problem for the student? In short, what is known about the student's reading performance at this point?

3. You should use the information obtained in Step 2 to help you select or develop appropriate assessment tasks for the student. In all cases the assessment tasks you administer should involve a measure of the student's ability to read connected text (i.e., sentences, paragraphs, passages and the like). You may also choose to administer graded word lists and/or sight vocabulary inventories depending on what you feel is appropriate for your particular student. The information on graded word lists and informal reading inventories presented in your text (see pages 301-307) can assist you in developing assessment materials. Or you may decide to use a published informal reading inventory if you have access to one at your school or internship site.

4. You should administer the assessment tasks you have selected for your student. Have the student to read aloud to you so you can hear his/her errors and see what strategies are being used to deal with problems. It's a good idea to tape record the student's performance on paragraph and passage reading tasks so you won't miss anything

You should use the marking system shown on page 305 of your text to describe the errors on paragraph and passage reading tasks. For word-reading tasks mark the student's errors next to the stimulus word, as it was done in the practice task for Unit 3.

5. Analyze outcomes from the assessment according to the procedures followed in the practice task for Unit 3. Make sure your analysis identifies apparent strengths, weaknesses, and areas where additional information may be needed.

TO BE HANDED IN FOR EVALUATION:

Your are to write up the results of your efforts in narrative form. Please do not use the student's real name - make one up or use initials. Your report should include the following components:

1. General Background and Summary of Information
   In this section you should provide a brief summary of relevant pre-assessment information gathered on the student in Step 2 above. Give enough information to provide a "thumbnail" profile of what you learned about the student prior to doing the assessment. Tell how you obtained your information (i.e., where you looked, with whom who you talked, etc.).

2. Rationale for Assessment Tasks
   This section of your report should be developed in greater detail. It should include an analysis of the student's error patterns and a summary of important observations you made during the assessment. It should provide a clear sense of your impressions as a result of the assessment - that is, what have you learned about the student's word recognition abilities. You should attach a copy of the assessment for Unit 3) so your instructor will have a context for evaluating your analysis. Clearly, your narrative interpretation of outcomes will be of little value unless these materials are provided.

3. Instructional Plan
   This portion of your report should outline an educational plan to address the student's needs. That is, what skills would you plan to teach first and which ones would come later? Are there particular instructional strategies that seem well suited for the student? Are there particular materials that should be used? The plan you develop should be detailed enough to provide an overall "gameplan" for working with the student.

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Ada Vallecorsa
Methods for Teaching Students with Learning Disabilities

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Topic: Course Project Option #3: Writing Assessments

Objective:

This project is designed to help you apply the content studied in Unit 4. If you select this project option, it must be turned in by **December 12, 2001**. It is worth 25 points toward your final grade for the course.

Directions:

1. To complete this project you must select a student who is having problems in the area of written expression. You should select someone who is performing at a level high enough for you to assess him/her using a story or paragraph type writing task (i.e., a functional writer). The student's age or grade level does not matter, but it is important that you pick someone who is having a fair amount of difficulty. Otherwise, you won't have much to work with in completing this project. You can obtain preliminary information on the student by checking sources such as the IEP file and work samples, as well as through direct observation during writing tasks.
2. Select an appropriate assessment task for the student (i.e., write a story, write about this picture, etc.) based on what you know about the student and guidelines presented in the on-line lecture section of Unit 4.
3. Administer the assessment according to the guidelines for obtaining a writing sample presented in the on-line lecture section for Unit 4. Remember to have the student read his/her work aloud when finished so you have record of what the student intended to say.
4. Analyze outcomes from the assessment according to the procedures followed in the practice task for Unit 4. Make sure your analysis identifies apparent strengths, weaknesses, and areas where additional information may be needed.

TO BE HANDED IN FOR EVALUATION:

Your are to write up the results of your efforts in narrative form. Please do not use the student's real name - make one up or use initials. Your report should include the following components:

1. General Background and Summary of Information

In this section you should provide a brief summary of relevant pre-assessment information gathered on the student in Step 1 above. Give enough information to provide a "thumbnail" profile of what you learned about the student prior to doing the assessment. Tell how you obtained your information (i.e., where you looked, to whom you spoke, what you examined, etc.).

2. Rationale for Assessment Tasks
   This section should briefly tell how you used the background information on the student to help guide your selection of assessment tasks. If a stimulus picture or sequence of pictures was used, submit these with your materials to provide a context for judging the student's response.

3. Performance Outcomes
   This section of your report should be developed in greater detail. It should include an analysis of the student's error patterns and a summary of important observations you made during the assessment. It should provide a clear sense of your impressions as a result of the assessment - that is, what have you learned about the student's writing abilities. You should attach an unmarked copy of the student's writing sample, plus a second copy on which the errors have been marked, similar to what was done in the practice task for Unit 4. This will give your instructor a context for evaluating your analysis. Clearly, your narrative interpretation of outcomes will be of little value unless these materials are provided.

4. Instructional Plan
   This portion of your report should outline an educational plan to address the student's needs. That is, what skills would you plan to teach first and which ones would come later? Are there particular instructional strategies that seem well suited for the student? Are there particular materials that should be used? The plan you develop should be detailed enough to provide an overall "gameplan" for working with the student.

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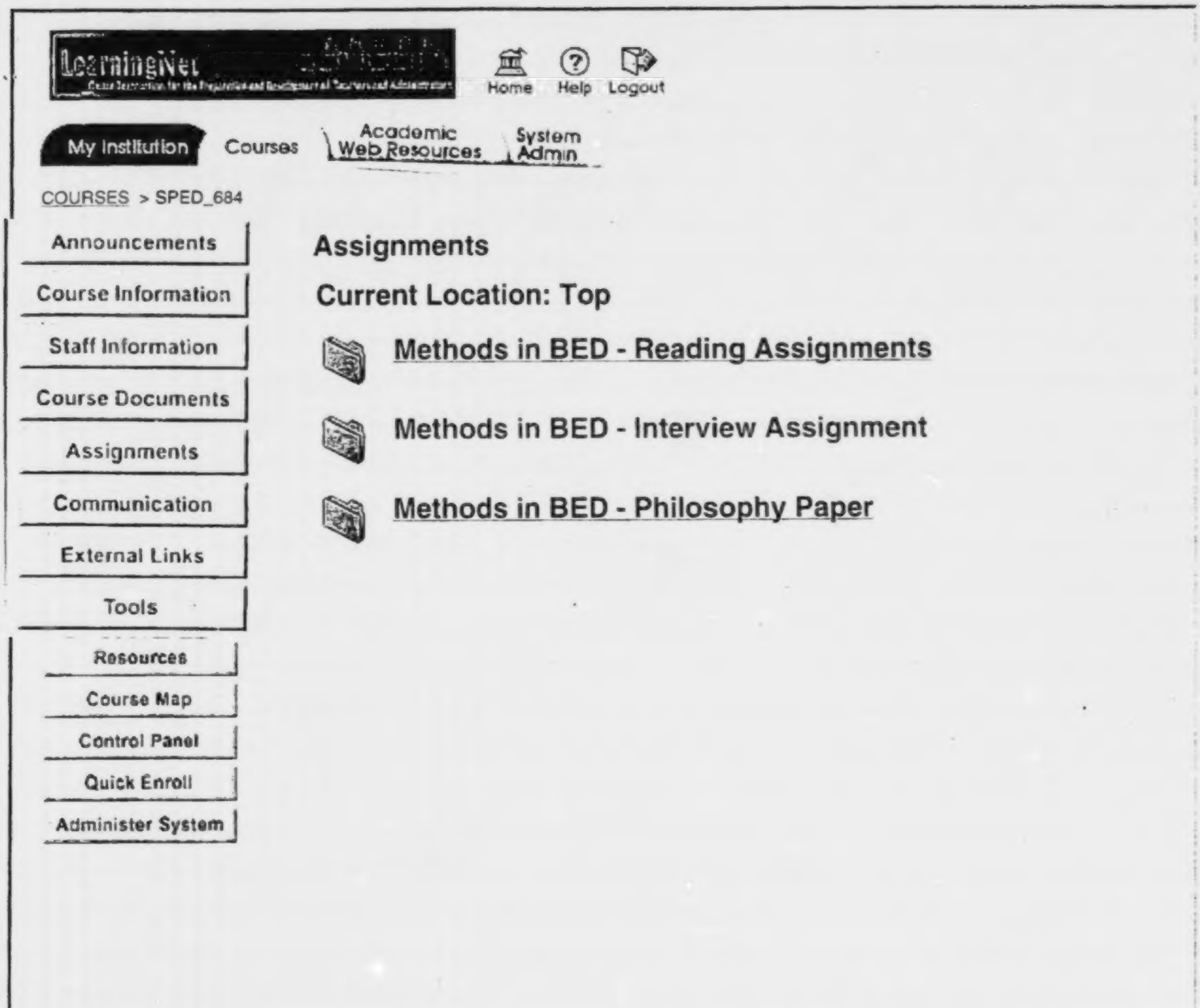
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Assignments

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- Methods in BED - Interview Assignment
- Methods in BED - Philosophy Paper

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Assignments

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Interview Assignment

For the interview assignment, you have the choice of doing a life space interview or a interview for gaining the perspective of a student. Guidelines for each follow.

LIFE SPACE INTERVIEW

1. Review all of the material relevant to LSI in the lectures, and in Conflict in the Classroom.

2. Find a student to interview for whom you have permission to interview.

3. Complete a life space interview approximately 30 minutes in lenght.

Provide an audio tape of the interview along with a written synopsis.

The written synopsis should include a summary of the interview, the type of interview (i.e., reality rub-in, New

tools salesmanship, etc.) and your reflection on the interview(i.e, what solutions were generated, what went well,

what didn't go well, etc.)

Interview for gaining the perspective of a student

1. Find a student whom you have

persmission to interview.

2. Review the material regarding "gaining student's perspectives".

3. Develop questions that will assist you in learning about the student's experiences in school from his/her

perspective.

4. Interview the student using the guidelines posted in the lecture. (About 30-45 minutes)

5. Provide an audio tape of the interview as well as a written synopsis. The written part should include a summary

of the interview, a reflection on what you learned about the student from the interview, a description of how his

experiences or perceptions differ from the adults in his world and recommendations about how the information

from the interview may be used develop an educational program specific to his/her needs.

Assignments

Current Location: Methods in BED - Philosophy Paper

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Sample Philosophy Paper

Philosophy Paper

By Holly Gale

For Dr. Bloom

_ Philosophy Paper

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher, I possess tremendous power to make a

child's life miserable or joyous.

I can humiliate or humor, hurt, or heal.

In all situations it is my response that decides whether a child

will humanize or dehumanize.

From Between Teacher & Child

by, Haim Ginott

I. Values:

1. I believe students learn from each other.

2. I believe that it is more important to teach students to become independent and lifelong learners than to teach them rote memory facts.

3. I believe that all children are individuals with individuals needs, strengths, and weaknesses.

4. I believe that learning should be as close to real life experiences as possible.

5. I believe that students should be given choices whenever possible in their education and should be empowered to take an active role in directing their learning.

6. I believe that all children can and do learn all the time, it is up to the teacher to discover the ways

they learn and use that information in the classroom.

II. Classroom Structure:

If I were able to design my own program to meet the needs of children with behavior disorders, one of the most important considerations would be the type of setting. Historically, children with behavior disorders have been placed in hospitals, detention centers, residential centers, self-contained classrooms, and resource classrooms. Occasionally, have also be placed in the regular classroom either with or without special services support. It is difficult for me to believe that a child with serious behavior problems can learn how to behave when they are surrounded by others who are either as problematic or more problematic then they are. Therefore, it is imperative to have children with behavior problems with their nonidentified peers. It is also important for a knowledgeable special education professional to be a part of the regular classroom that contains children with behavior disorders. The placement I would choose for this population of students is an inclusion classroom. This would provide the interaction with nonidentified peers as well as the support of a special services instructor.

Research shows that students with behavior disorders are the most likely to be placed in separate settings and the least likely to be placed in the regular classroom (Muscott, 1997). School systems have the tendency to place students in settings based on their label and not on their needs. Therefore, a cascade model of placement should be utilized. This model moves students out of the general classroom only if their disability is so severe that they cannot benefit in any way from the regular classroom (Muscott, 1997). Movement is always from the least restrictive to more restrictive. Students should be given opportunities to succeed with their peers before being placed in another setting (Muscott, 1997).

Tracking Academic and Social Progress

Tracking academic and social progress is perhaps the most difficult component of a classroom. Most academic grading systems reflect what students do not do and not what they can do. Grades should reflect a student's progress and level of skills they have attained. Therefore, all grades would be based on growth and mastery of a concept or skills. For example, if in math we were learning about fractions, I would grade every activity and practice page the class completes. However, the final grade for this unit would not be based on having every single assignment turned in, but on the student's understanding of fractions overall. Each student will have a portfolio and they will choose which assignments for every concept go into the portfolio to demonstrate their mastery of it.

For social progress, all students would have individual goals they will work on throughout the school year. These goals will be generated by them and students will keep track of their progress towards these goals themselves. When they meet all their goals, they will generate new one.

Rules, Rituals, and Routines

Before school even started, I would begin setting the tone for the way this classroom would be run by sending a letter to each student and their family. The letter would introduce myself and my philosophy on education. It would also explain that our classroom was going to be run in a democratic manner and it would be important for every student to come to the first day of class prepared to discuss rules and routines and to suggest ones they felt were necessary. Each student would be asked to bring in a list of five rules with an explanation for why they are needed in a classroom. On the first day of school, the class would agree on a set of approximately five rules. After these rules are agreed upon, we would spend sometime role-playing to make sure that everyone is real clear on the exact meaning of each rule. For example, if one of the rules is to treat others with respect, I would give the students a scenario, ask them to act it out, and then have a discussion on why it is not showing respect and how the people involved could have acted differently. At this point, it would be crucial to incorporate examples which the teacher is a part of too in order to emphasize that I am expected to follow the rules as well.

The routines of the classroom would also be decided on the first day. As a democratic classroom, we would decide together what the procedures for using the restroom, getting water, sharpening pencils, getting necessary supplies such as books, paper, staples, etc. , speaking in class, traveling to other locations in the school, transitioning between subjects, using technological equipment such as computers, calculators, speaking spellers, listening centers, etc., and using self-time out. Students would be made responsible for as much as possible. For example, we could have a chart with all jobs and every week the names next to each job changes. The jobs would include passing out papers, putting chairs on tables at end of the day, monitoring classmates behavior in lines, watering plants, feeding class pets, getting materials ready for lessons, and getting the mail.

There would also be some rituals or routines that I would set up as 'givens'. One such routine would be to start out everyday with a relaxation tape playing. Students could use this time to sit quietly and think or to learn some stretching and relaxing techniques. Immediately following this, we would do a thinking skill activity. We could use riddles, critical thinking activities, 5 minute mysteries, or other brain teasers. These would be put on an overhead daily and the answers would be kept in a journal. In addition, everyday after lunch we would take 20 minutes to listen to a book, short story, or poetry which I would read outloud to the students. The last ritual or routine I would initiate would be to end each day with a positive word about themselves and another student. This may be difficult for many of the students, so we would take a language arts period to come up with a poster filled with positive words, have the students draw on the poster and personalize it, and hang it up. During the school year, we would add any new positive words we learn through reading. As with everything else, I would also participate in the positive words stated at the end of the day.

The Schedule

A typical day would begin at 8:00 a.m. with a 10 minute relaxation period.

At 8:10 a.m. a student will put the thinking skill of the day activity on the overhead and pass out the student's folders. At approximately 8:20 a.m. we would begin with Reading and Language Arts. These two subjects would last until 10:10 a.m. Immediately following these two subjects would be a 20 minute break which students could use to do independent work, use the computers, read silently, or work on a project. Students could also use this time to take a restroom break or fill their water bottles. At 10:30 a.m. we would move into math. Math would end at 11:30 a.m. and be followed by lunch from 11:30 - 12:00. At 12:00 p.m. I would take 20 minutes to read outloud to the students. At 12:20 we would have a period of activities. At this time the class would go to different classrooms for subjects such as Art, Music, Computer, Cherokee Language, and Physical Education. At 1:15 p.m. the students would return for Science and Social Studies. These subjects would be taught within the same block of time incase more time was needed for a science project or a more in depth research study. Science and Social Studies would end at 2:10 p.m. and then the class would have a half hour for recess until it is time to say a positive word about themselves and another student and load the buses at 2:4

5 p.m.

Organization of the Element

The classroom would be viewed as a system. This is important because it shifts the focus onto the system and not onto individual children. Typically, when a situation or need arises, teachers view these in terms of the child (Shields & Green, 1996). While it is important to remember that each child is an individual and has individual needs, it is also important to remember that the classroom must function as an entire system. Teachers must look beyond the student and look at peers, teaching methods, environment, and other factors.

Every student needs to feel belonging within the system. Therefore, all students will have roles. These roles will be presented as choices and will be modified from time to time so that all students are able to participate in various roles at various times. Such roles would include: passing out papers, running errands, monitoring lines, leading discussions, mediating between students, peer tutors, cleaning boards, getting materials ready for student groups, etc.

Students would be expected to also take leadership roles in the classroom system. This means that students would need to participate in maintaining discipline, problem solving, and directing lessons based on their own needs.

III. Classroom Climate:

Instructional Style

Instruction needs to include a variety of styles and techniques. There are

some occasions where a lecture is the best way to present information. During these times, an overhead can be used to provide visual cues and examples. Overheads can be made in color to help students be able to visually track what

you are explaining. At other times, students will work in small groups and discover answers to problems and questions. Also, lessons can be presented on tapes that students can listen to at their own pace. Students may also need to have some concepts presented with hands-on manipulatives or they may need to be given real life situations to help make concepts more clear. A classroom which teaches all students should include all of these teaching techniques.

One of the most powerful method of instruction in a diverse classroom is peer tutoring. In a study conducted by Bell and Young (1990), young high school students from a History class took turns tutoring peers. The tutoring sessions were done using flashcards which reinforced materials presented in class. Six of the students participating were identified as having a Behavioral Disorder. Prior to the peer tutoring, the identified students scored an average of three letter grades lower than their peers. After the tutoring, this difference decreased until it was barely noticeable. Nonidentified students also experienced improvements in test scores.

Management Style

The management style would need to include a variety of components. The first and most important would be the inclusion of the entire class in developing the rules and consequences for breaking rules. The consequences would need to include conventional and unconventional. Students would need to understand that each student responds differently to consequences and flexibility would be needed in assigning consequences to fit students as well as the misbehavior. Along with this, a class system would be in place. This system would meet weekly to discuss issues and problems and brainstorm solutions to these problems. A leader for the meetings would be elected and would be in charge of keeping the meetings moving, ensuring that everyone has an opportunity to speak, and making sure the group goes through a problem solving process. There are sometimes instances which the class won't be able to solve or agree upon. At this time, I would need to have some ideas and programs which can be tried.

Group Processes

In the case of a classroom which does not seem to form a cohesive group, activities would need to be conducted to help form cooperation and trust. One activity which I feel works well is a ropes course. This allows students to work together to solve problems and situations. It also highlights student's strengths and leadership skills. Another program which can be utilized to help the classroom function as a group is the Discovery Program (Brake & Gerler, 1994). The Discovery Program is a counseling intervention. I would modify it as a classroom program that the entire class would participate in. The first component of this program is the development of group cohesiveness, trust, acceptance of others, and rules for the group. This can be done with activities similar to a rope's course which would require the students to work together. The second component of the Discovery Program is instruction in basic skills and attitudes needed to work with younger students. Some topics might include, 'How to Talk to Little Children', 'How to Read to Little Children', and 'What it is Like to be Little'. I would use a lot of modeling during this time. The final component is having my class go into a younger classroom to work with the students in their. Follow-up meetings to discuss how the program is working and any specific problems would take place when needed.

Student - Teacher Relationship

The relationship between the students and the teacher has a tremendous impact on the classroom achievement and management. Although there are some students who can perform and learn in the worst of environments, many students cannot. Students with Behavioral Disorders especially need the continuous and unfailing support of the teacher. According to Frank Wood (1991), there are several guidelines for the teacher - student relationship which can help students with behavior problems have a more successful year academically as well as socially and emotionally. The first guideline is that teachers must expect to have their authority tested everyday and be able to withstand this 'testing'. The second guideline is that the teacher must concentrate on the students needs such as survival, belonging and love, power, and fun. Also, effective teachers must know and like the individual students in their classroom. Teachers must also reward or support desirable behavior and provide immediate, fair, and moderate consequences for inappropriate behaviors. Also, according to Wood (1991), teachers who have students with behavior disorders within their classroom, need to develop good communication skills. Communication can build trust, diffuse stressful situations, and help students learn to communicate themselves. Some good communication strategies include: defining acceptable and unacceptable behaviors, discuss with students the value of what they are learning, communicate regularly with both students and their parents, discuss goals and objectives with individual students, and use nonthreatening tone and language (Wood, 1991).

IV. Difficult or Challenging Behaviors:

One strategy which can be used to help with behavior problems is having a peer help monitor and correct student behavior. DuPaul & McGoey (1997) looked at the effectiveness of using peers to help students identified with Behavioral Disorders monitor their own behavior. The results of the study showed that the use of peers in helping to monitor behavior significantly reduced negative behaviors and improved social interactions within the classroom.

Another strategy which can be used to help with student behavior is peer confrontation. In this process, students in the class are informed on what behavior their classmate needs to reduce, for example, calling other names. When the classmate engages in the misbehavior, other students will confront them about the behavior. For example, if the student calls someone a 'jerk', they would respond by saying 'I don't like being called names' and walk away. They would also reinforce positive behavior when it occurs. This technique has also been found to be effective with children identified as having a Behavioral Disorder (Gable & Arllen, 1995).

Another strategy which can be used for difficult behaviors is the Good Behavior Game. The first step in this game is identifying the target behaviors and explaining them to the class. The classroom is divided into teams and the team names are written on the board. When a member of a team misbehaves, that team receives a mark by their team name. At the end of the game, the team with the least number of marks wins a reinforcer. Reinforcers may include extra recess time, social activities, or class privileges. This game was found to be effective in classrooms where there are multiple children in need of behavioral interventions (Tankersley, 1995).

_ References

Bell, K. & Young, K.R. (1990). Facilitating mainstreaming of students with behavioral disorders using classwide peer tutoring. School Psychology Review, 19 (4) 564 - 574.

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Gable, R.A. & Arllen, N.L. (1995). Use of peer confrontation to modify disruptive behavior in inclusion classrooms. Preventing School Failure, 40 (1) 25 - 29.

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Shields, J.D. & Green, R.J. (1996). "POETICS": A systems approach to solving behavior problems in the classroom. Elementary School Guidance & Counseling, 30 (3) 181 - 194.

Tankersley, M. (1995). A group-oriented contingency management program. Preventing School Failure, 40 (1) 19 - 25.

Wood, F.H. (1991). Cost / benefit considerations in managing the behavior of students with emotional / behavioral disorders. Preventing School Failure, 35 (2) 17 - 24.

Develop and describe a model for serving students with behavior disorders

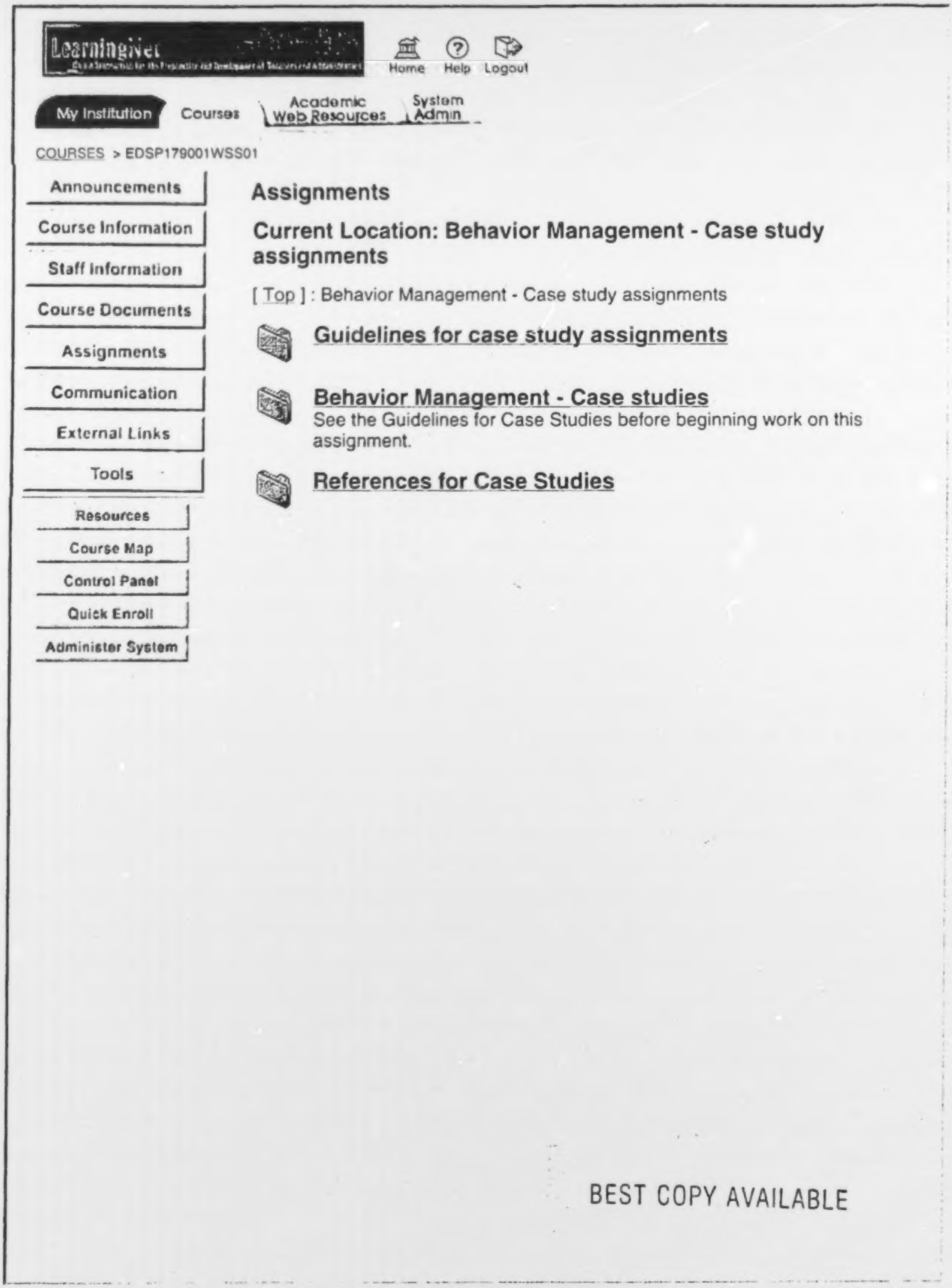
Develop and describe a model for serving students with behavior disorders combining elements of the strategies presented in this class as well as appropriate elements from other courses and outside readings so that the model includes educational and treatment philosophy, classroom structure and environment, behavior management system and social skill or group processes, a process and procedure for dealing with challenging behavior, a method for evaluating student progress in both academic andsocial behavioral areas. Include references. For an example, see the sample philosophy paper below.

This assignment will be graded according to the following:

Thoroughness - I should be able to visualize every detail of your classroom or program.

Professional quality - Your paper should reflect current literature and research and commonly acceptable professional practice. The paper should be free of grammatical errors.

Use of readings and course content- Your paper should reflect ideas and practices that you have gleamed from this course as well as any other appropriate professional literature.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Assignments

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Guidelines for case study assignments

Behavior Management - Case studies
See the Guidelines for Case Studies before beginning work on this assignment.

References for Case Studies

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Behavior Management - Case study #1: Edward

Case #1: Edward

Issues: inclusion & behavior management

Edward is a four-and-a-half-year-old preschool student. Three months ago, his teacher referred him for a diagnostic evaluation due to his disruptive and violent behavior in school. All year long, he had been cruel to his peers, pushing them down on the playground and grabbing toys or crayons from their hands. Brief, two-minute time-outs had been an effective intervention. Then Edward refused to go to the time-out chair. If his teacher placed her hands on him to move him to the chair, he would struggle, kick, and bite at her hands. The teacher said that Edward was becoming unmanageable. The school evaluation recently produced an educational diagnosis of behavioral disorder. Edward is slated to attend a special kindergarten class for behaviorally disordered students next fall.

Two months ago, Edward was diagnosed by the county mental health center psychiatrist as having attention deficit hyperactivity disorder (ADHD). His parents took him to the doctor soon after his behavior at home had become too much for his mother to handle.

Edward's mother, Gwen, recalls Edward's rough and hyperactive behavior even in infancy:

"Even as a baby, he was a rambler. I called him that. Rambler. Constantly moving around the house. Either running away from something, into something, or through something. Boom! Eight stitches in the forehead from running full steam into the television screen. And he'd move from one thing to another in the house. He'd mess up one thing, or break it, then ramble on to something else.

"I remember my husband Bill asking me, 'Are babies supposed to do this?' I said, 'Ours is!' I had no idea whether Edward was OK or if he was crazy or if we were crazy or what. You couldn't turn your back a minute or Edward would be out the door. I can't count the times I had to run out and snatch him out of the busy street.

"As he's gotten older and he's gone to day care and school, I got to feeling like I'm always doing something wrong. I mean, I'm the mother and it's my kid who knocks down all the G.I. Joes at the toy store. It's my kid who tries to throw an electric train through the neighbor boy's face. It's my kid who stuffs the sandbox sand down a little girl's mouth. The day care lady calls me and asks me why my kid did it. I don't know. One minute I'm at work, just doing my job; the next minute I'm on the phone hearing about my son, Atilla the Hun. I had to give up the job and stay home with Edward. But I'm the mother. They kick him out and it's my fault, right?"

Edward's father, Bill, recalls coming home from a stressful day at the plant to an even more stressful home:

"I always thought Gwen was born to be a mother. She just sees a baby and her eyes light up. And when we had Edward, I figured this would make her happy. This would give her something. I've got my work at the plant. I'm a shift foreman and I have a lot of responsibility. This baby would give her something of her own.

"Things went great for a while. Then, starting when Edward was maybe 16 months old, I'd come home to hear about what a handful the kid is. I was getting home at maybe 7:30 at night, dead tired, and there's Gwen crying and going on about the kid tearing up his toys and making a mess. I was worn out, so I'd just say, 'Yeah. Yeah. He's full of beans. He's adventuresome.' I'd say things like that to try to keep a lid on this whole thing, try to keep the family calm and together.

"Finally, I'm doing overtime on a Saturday and I come home from work to find the kid locked in the hall closet screaming his head off. Gwen's asleep, drunk as can be, on the couch with ZZ Top blasting at 200 decibels. I shook Gwen awake and yelled, 'What are you doing?' She cried and kept saying, 'I can't take it no more. I can't take it no more.' That's when we went to the mental health center. My mother was a drinker. I would be damned if my wild kid was gonna push my wife to the bottle, too."

When the psychiatrist diagnosed the ADHD, he prescribed Ritalin, a common stimulant medication given to hyperactive children. Bill and Gwen hesitated at the thought of putting their four-year-old on medication. Gwen recalls the difficult decision:

"We saw a report on TV about all the schoolchildren lining up for their Ritalin. I remember telling Bill how terrible it was that they're giving the little ones pills instead of love. And then there we were with our own kid with a behavior problem and a prescription for Ritalin. I put that prescription paper in Bill's sock drawer for three days. I didn't want to fill it. But Bill said, 'Gwen, maybe this'll help. Maybe Edward will be less of a monster and more of a little boy.' And didn't that medicine do just that? Or at least it seemed to. Right away Eddie was less aggravating, calmer, more even-tempered, like he had been put into slow motion. The pill didn't solve everything. He still mistreats the other children at school. But the pill seems to have taken the edge off a dangerous situation."

In addition to the Ritalin, the county mental health center provides family therapy. In the therapy sessions, Gwen and Bill are learning how to manage Edward's behavior. They are also beginning to explore themselves and their marriage. Bill tells of his surprise at the value of the therapy:

"When we first went, you know, to the counselor, it was for Edward. Once we started to get him under control, we started to talk about us. I was surprised to find myself doing this therapy thing. But we started to look at our marriage and we started to see that the kid wasn't the whole story. We had a lot of holes in our marriage that needed and still need filling. We're working on it, and that's good."

The medication and the family therapy have produced results. Edward's behavior in school has improved. Gwen has recently had doubts about placing Edward in a special education class next fall. While she admits that Edward still has behavior problems in school, she wants him to spend his day with peers who model good behavior. She heard about an inclusive elementary school in her district and she is considering visiting to learn about the program.

Case study #2: Lawrence

Case #2: Lawrence

Issue: behavior management

Lawrence is a fourth-grade student at Jeremy Bentham Exceptional Center, a special school for students diagnosed as behaviorally disordered. He has been a student there since second grade when he was transferred from a self-contained class at his neighborhood elementary school.

Lawrence was initially referred for special education services by his first grade teacher. She observed him to be disruptive in class, often shouting and hitting peers. His mood often appeared gloomy and depressed. He responded well to teacher directions and seemed to want to meet the behavioral expectations of the classroom-, yet he seemed unable to get along with other students. Most significantly, his teacher was concerned with the seriousness of his assaults on the other children. Twice he struck classmates in the head with solid objects, once with a rock on the playground and once with a stapler in the classroom.

After being placed in the self-contained class for students with behavior disorders, Lawrence's behavior improved but only temporarily. For three months, his special education teacher wondered why he had been sent to her class. He was cheerful, compliant, and on-task. He seemed to enjoy the small class and the increased amount of attention from the teacher. In the spring of his second grade year, Lawrence's mood and behavior tumbled. His teacher observed him becoming sometimes lethargic and withdrawn. The next day he would be angry and loud. He began having prolonged temper outbursts, screaming at both his peers and his teacher. Although he seemed to intentionally avoid hurting anyone, he stormed around the classroom, bellowing in protest, refusing to go to the time-out area as directed by his teacher. Two or three days a week his teacher and the teacher aide held him on the floor until he calmed down, episodes that sometimes lasted over an hour. Concerned that she was unable to control him within the self-contained classroom, his teacher referred him to the staffing team. Due to the severity of his school behavior difficulties, Lawrence's school placement was changed in May of his second-grade year to Bentham Exceptional Center.

Throughout his school career, Lawrence's academic abilities have been average. Teachers at each grade level have worked with him on grade-appropriate activities in all subject areas. Likewise, standardized testing has placed him in the average range in terms of general intelligence, reading, mathematics, and writing. There is no evidence of a learning disability.

Currently, in his fourth-grade class at Bentham, Lawrence's behavior seems to go in waves, improving for a few months and then declining again. The school maintains a point and level system to reward good behavior and discourage misbehavior. Students who are compliant work their way up through the four levels gradually over the course of three to four months. At the highest level, students may begin a gradual transfer to a self-contained classroom in a regular school. Lawrence's interest in earning points has dwindled. He rose to the top level once but fell back down when he got into a fight with a classmate.

Recently, Lawrence has become very withdrawn and depressed. He has taken to curling up in a ball on the floor under his desk. Regardless of the intervention tried by his teacher, he has remained passive, only mumbling dully, "I don't care. Do what you want."

Lawrence lives with his mother, Gloria, his father, Phil, and younger brothers Sam and Louis. Sam is a first grade student and Louis a third grader, each doing well at a local elementary school. The family lives in a suburban middle-class neighborhood. Phil owns a small restaurant and works very long hours. Gloria stays at home, taking on almost all of the responsibilities for maintaining the household and raising the three boys. Gloria and Phil view themselves as struggling to live a traditional family life.

Gloria says that Lawrence was a demanding infant, often crying and always seeming to be uncomfortable and dissatisfied. During his first year, he was often sick with respiratory and skin problems. Gloria was an admittedly nervous and over-attentive mother. When Lawrence was a year old, Gloria had her second child, Sam. Lawrence was obviously very upset over the birth of a sibling. To this day, he claims that his life would be great if only his parents would get rid of his brothers so he could have his mother to himself.

This family continues to suffer from deep conflict, nearly always having to do with the bizarre and even dangerous behavior of Lawrence. For example, when his mother told him she would not buy him a toy he wanted (after she had recently purchased a special toy for brother Sam), Lawrence raced around the store, screaming "I hate you!" and knocking toys off the shelves. The three boys constantly squabble and fight. Lawrence has twice hurt his brother Sam badly enough that Sam had to be rushed to the emergency room. Gloria reads books, attends parenting workshops, and seeks the advice of psychologists to help her. She is a virtual encyclopedia of knowledge on behavior management techniques, yet she is often unable to control Lawrence or his siblings. Recently she had Lawrence hospitalized in a child psychiatric facility after he chased Sammy around the backyard with a knife. The psychiatric hospital kept Lawrence for four days and released him once the staff felt that the imminent danger of Lawrence harming his brother had passed.

Gloria has repeatedly sought psychotherapy and medication for Lawrence. He was diagnosed with attention deficit hyperactivity disorder (ADHD) at age six by a psychiatrist. Recently a second psychiatrist diagnosed Lawrence as having a manic depressive disorder. Medications prescribed for each of these disorders have provided little or no improvement in behavior or mood.

In family therapy, Gloria and Phil maintain that "Lawrence is the problem" and deny any family difficulties beyond those caused by Lawrence's behavior. Notably, Gloria was raised in a chaotic and abusive family. She admits that her father has schizophrenia and her mother is an alcoholic. Also, she was raped by an uncle at age twelve. She claims that her painful history has no impact upon her current family life. Phil's family history, and much about Phil himself, remains unknown. He seems like a gentle, hard-working, somewhat distant father.

The quality of the working relationship between the family, the public school personnel, and the mental health professionals has been generally good. Gloria serves as the primary family contact person. She typically does whatever is necessary to support the work of the teachers and therapists. She attends school meetings and often calls Lawrence's teacher to discuss important issues. Yet one requirement she holds is that the teachers and mental health professionals join her in viewing Lawrence as the source of the problem. Due to the individualized nature of special education, the teachers have tended to agree with her. As a result, school-family relations have been good. In contrast, some therapists have viewed this as a family problem requiring in-depth family therapy instead of individual treatment for Lawrence. These professionals have quickly fallen out of Gloria's favor and she has moved on to seek other mental health providers.

One of the major difficulties for Lawrence and his family has been the struggle to find suitable mental health services that the family can afford. Due to their middle-class income, they do not qualify for a number of therapeutic intervention programs reserved for non-paying clients. As a small business owner, Phil purchases a very expensive health insurance policy for his family. This policy provides limited mental health benefits including a lifetime expenditure cap that the family has already reached. They now have to pay high out-of-pocket fees for psychotherapy, medication, and hospitalization.

In their middle-class community, the family strives to be viewed as "normal," as just another family with three kids and a minivan. Yet their family conflicts are viewed with fear and disdain by neighbors. Recently one neighbor called the state toll-free child abuse hotline claiming that Gloria was leaving her children unattended for hours. A social service investigator interviewed the family members. While the investigation turned up no evidence of such neglect, Gloria and Phil feel angry and betrayed. They feel they are being unjustly judged by neighbors while the community is failing to help them handle Lawrence. They are considering a move to a different neighborhood to get a fresh start.

Case study #3: Kelly

Case #3: Kelly

Issue: collaboration/consultation

When Kelly's seventh-grade teacher, Mrs. Hobbes, got off the phone with the social worker from Vineland Hospital, she immediately went to talk to Mrs. Lee, the teacher in the behavior disorders class. The psychiatric hospital had informed Mrs. Hobbes that Kelly would be discharged at the end of the week. After a suicide attempt and a brief hospital stay, the girl would be back in class on Monday. A flood of questions hit Mrs. Hobbes. How would she teach a seriously depressed, possibly suicidal girl? Should they talk about the suicide attempt? Should they avoid the topic altogether? What should be said to her classmates? By law, Kelly's hospitalization was confidential. The students had not been officially told of it, yet rumors had spread.

Luckily, Mrs. Lee was an experienced teacher who had answers to many of these questions concerning suicide and depression. She had been teaching the middle school behavior disorders class for over 10 years. She had seen quite a few students enter and return from the psychiatric hospital. Although she did not know Kelly yet, she did have the knowledge and ability to begin to provide support to her general education colleague. Before giving advice though, she asked Mrs. Hobbes to tell her about Kelly.

Mrs. Hobbes told of a timid yet cheerful little girl, pretty and well-liked by other students. Kelly was a student of average academic skills who was frequently absent. She had missed 38 school days in sixth grade and 32 in the first three months of grade seven. When she was present, she seemed to be merely muddling through, pretending she knew what was going on despite missing so much material.

When Mrs. Hobbes had met with Kelly's mother and the school guidance counselor, they reached the conclusion that Kelly suffered from school phobia. She had an extreme and overwhelming fear of school. Despite her abilities, the academic tasks made her feel stupid and inadequate. Perhaps more importantly, the heightened social environment of adolescence pressured her in ways she felt unprepared to handle; how to fit in, be cool, be attractive, be sexual. Given the crushing weight of her anxieties about school, Kelly often skipped school as a quick solution. Unfortunately her solution only increased her level of fear.

In that meeting, Kelly's mother expressed concern not only that her daughter was skipping school but that she was spending her free days with an older boy, an 18-year-old with a reputation of abusing drugs and alcohol. Forbidden to see this boy by her mother, Kelly often arranged for him to pick her up as soon as her school bus dropped her off at school in the morning. With no father in the family picture, Kelly's mother was frustrated at her own inability to control her daughter.

Since that meeting, the unauthorized boyfriend had broken up with Kelly, sending her into a depressive tailspin and spurring the subsequent suicide attempt with an overdose of sleeping pills. At Vineland Hospital, the psychiatrist diagnosed Kelly as suffering from a major depressive episode. She received antidepressant medication and both group and individual therapy during her three-week hospital stay.

After telling this story of Kelly, Mrs. Hobbes anxiously asked Mrs. Lee, "How do I prepare for her return? She'll be in next week, that is, if she doesn't skip."

"Does she have an outpatient therapist we can consult with?" Mrs. Lee queried in response, "Usually the

hospital lines up a therapist on the outside."

"Yes. A Dr. Maria Cottone. I have her number."

"Great. I suggest we call her and find out specifically how to work with Kelly. From my knowledge of depressed teenage girls, I think we'll need to make her feel comfortable. It , s hard to come back to school after something like this. The other students are talking. They either know more about it than we do or they're making up some unbelievable gossip that only a fool would believe." Mrs. Lee paused to consider the situation and continued. ",me stigma of a suicide attempt or a psychiatric hospitalization can be powerful-very powerful. And remember, this is a girl who didn't like school in the first place. Getting her to attend and feel relaxed will be quite a task."

This knowledge didn't alleviate Mrs. Hobbes own anxieties. "The odds are stacked against us. How can we make her like school?"

"Good question. We can probably come up with all sorts of rewards and incentives for her attending school. But I suggest we hold off on all that. Instead, let's sit down with Kelly and pose that question to her: 'How can we help you feel more relaxed and comfortable in school?' That way we'll let her know we care. That'll be crucial. We're on her side during a tough time. Plus we start a dialogue in which she begins to think about how she can make it in school and how we can help her do that. We need to meet with her before she comes back on Monday."

"OK," Mrs. Hobbes agreed hesitantly, "I can set that up . . . but shouldn't we start a referral to move her to your class? She must be emotionally disturbed."

Mrs. Lee paused thoughtfully, then answered. "In a way, you're right. The girl obviously has emotional difficulties that require much special support. But my class is primarily for students whose school behavior is disruptive. Her behavior hasn't been disruptive, has it?"

"No. She's never a problem. Just lots of absences."

"Not all students who attempt suicide or enter a psychiatric hospital or go to therapy need a special class placement. Many or even most make it in the regular class. But we do need to watch out for them in a special way."

Mrs. Hobbes still looked fearful. "OK, but I'm not a psychologist. I'm not trained to do this sort of thing. I . . . I . . . well, will you help me?"

Mrs. Lee smiled and grasped her friend's hand. "Of course. I wouldn't dare let you go through this alone. And we won't let Kelly go through this alone."

Assignments

Current Location: References for Case Studies

[Top] : [Case study assignments] : References for Case Studies

References for Case Studies

References

Cases in special education.

Joseph R. Boyle

Southern Illinois University-Edwardsville

Scot Danforth

University of Missouri Saint Louis

I-

Thomas M. Shea

Southern Illinois University-Edwardsville

University of Missouri-Saint Louis

Anne Marie Bauer

University of Cincinnati

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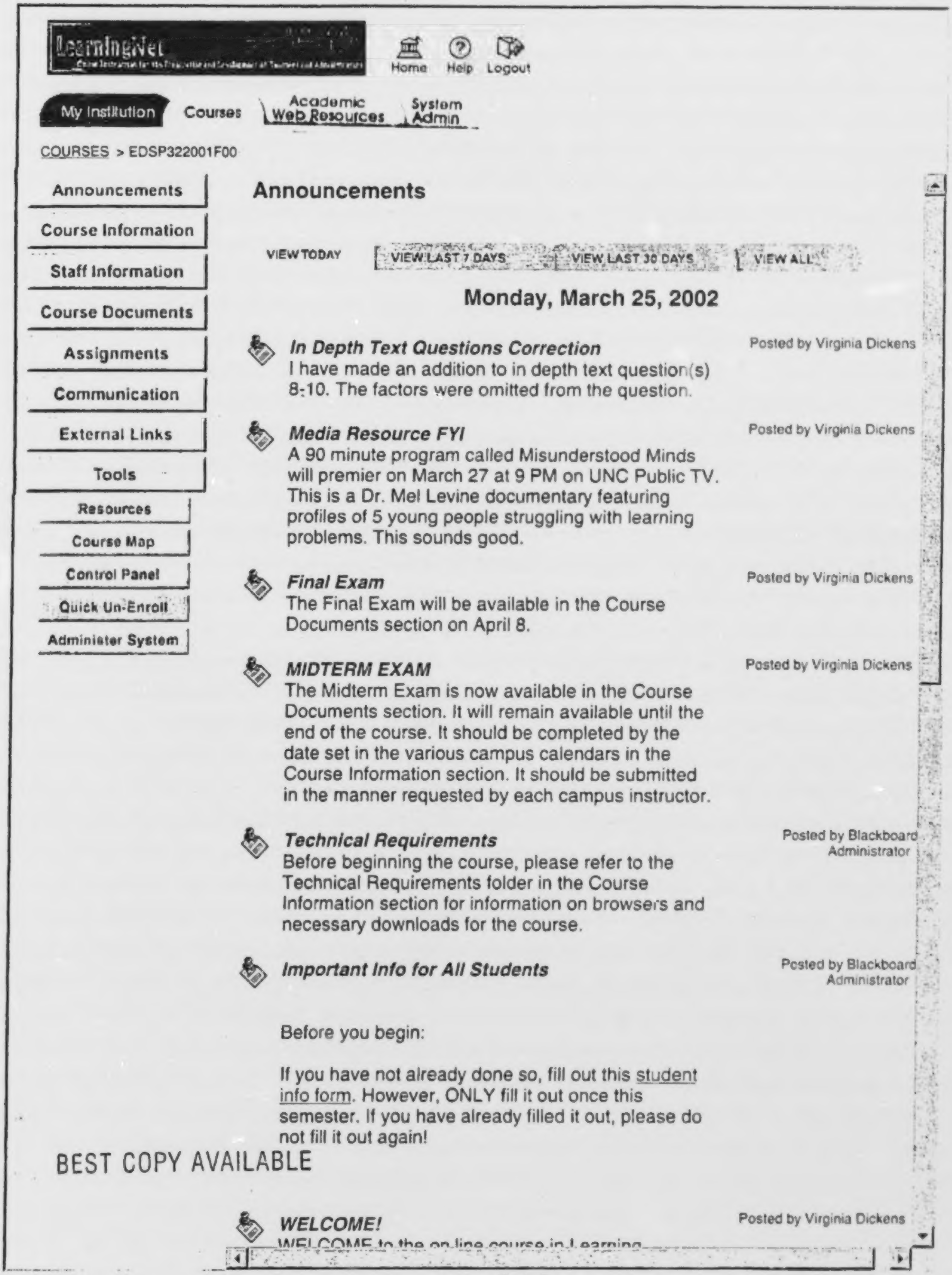
APPENDIX G

ONLINE COURSES

“SEMINAR IN LEARNING DISABILITIES”

COMPLETE TEXT OF COURSE



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VIEW LAST 7 DAYS
VIEW LAST 30 DAYS
VIEW ALL

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Announcements

Monday, March 25, 2002

In Depth Text Questions Correction Posted by Virginia Dickens

I have made an addition to in depth text question(s) 8-10. The factors were omitted from the question.

Media Resource FYI Posted by Virginia Dickens

A 90 minute program called Misunderstood Minds will premier on March 27 at 9 PM on UNC Public TV. This is a Dr. Mel Levine documentary featuring profiles of 5 young people struggling with learning problems. This sounds good.

Final Exam Posted by Virginia Dickens

The Final Exam will be available in the Course Documents section on April 8.

MIDTERM EXAM Posted by Virginia Dickens

The Midterm Exam is now available in the Course Documents section. It will remain available until the end of the course. It should be completed by the date set in the various campus calendars in the Course Information section. It should be submitted in the manner requested by each campus instructor.

Technical Requirements Posted by Blackboard Administrator

Before beginning the course, please refer to the Technical Requirements folder in the Course Information section for information on browsers and necessary downloads for the course.

Important Info for All Students Posted by Blackboard Administrator

Before you begin:

If you have not already done so, fill out this student info form. However, ONLY fill it out once this semester. If you have already filled it out, please do not fill it out again!

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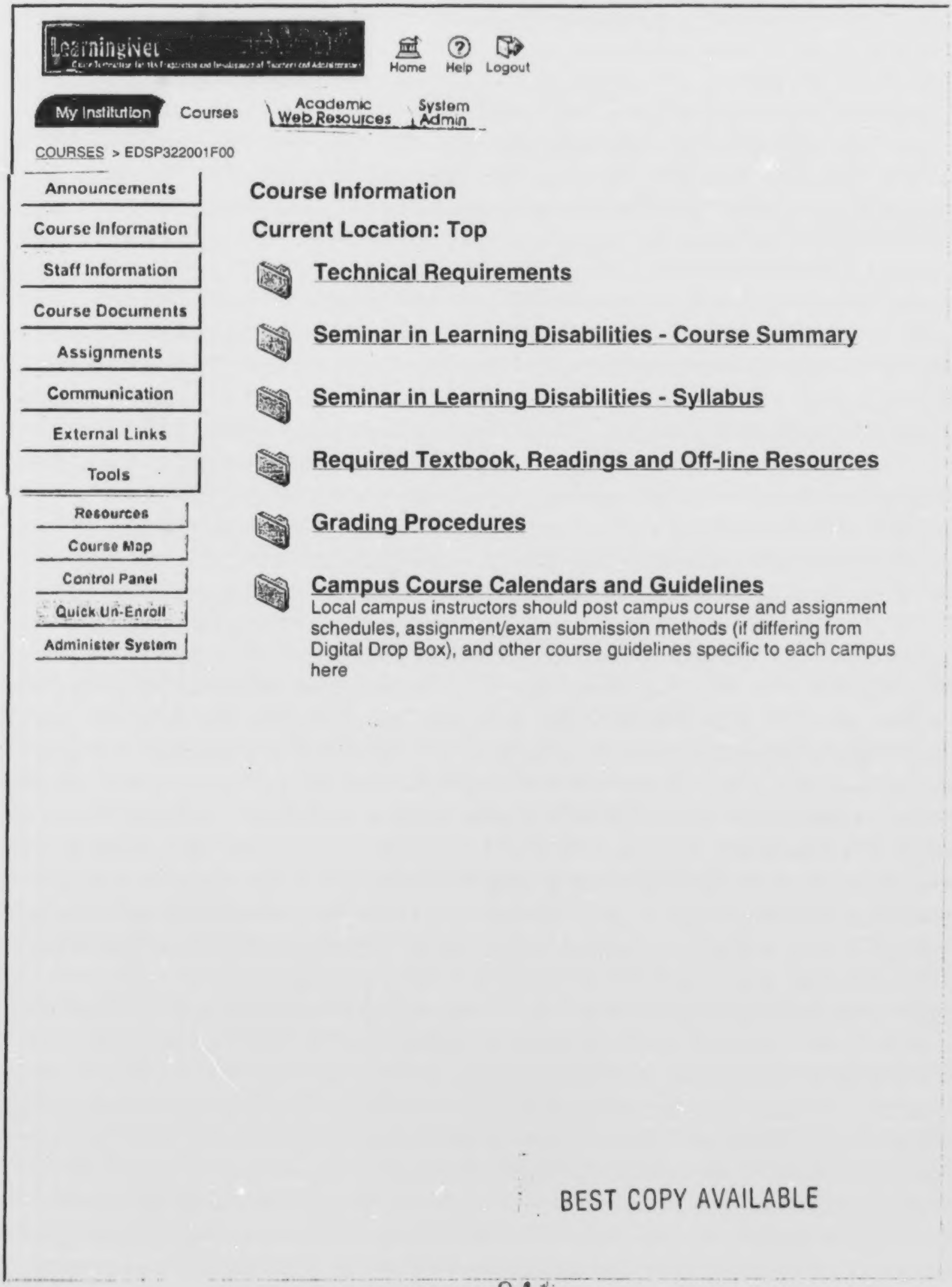
WELCOME! Posted by Virginia Dickens

WELCOME to the on-line course in Learning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Course Information

Current Location: Top

Technical Requirements

Seminar in Learning Disabilities - Course Summary

Seminar in Learning Disabilities - Syllabus

Required Textbook, Readings and Off-line Resources

Grading Procedures

Campus Course Calendars and Guidelines
Local campus instructors should post campus course and assignment schedules, assignment/exam submission methods (if differing from Digital Drop Box), and other course guidelines specific to each campus here

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LearningNet

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My Institution Courses Academic Web Resources System Admin

COURSES > EDSP322001F00

- Announcements
- Course Information
- Staff Information
- Course Documents
- Assignments
- Communication
- External Links
- Tools
- Resources
- Course Map
- Control Panel
- Quick Un-Enroll
- Administer System

Course Information

Current Location: Technical Requirements

[Top] : Technical Requirements

System requirements

Technical Requirements

Browser Requirements: To participate in this course, you should use Netscape Navigator 4.7 or Internet Explorer 5.

Note: AOL Browsers can be problematic with Blackboard. Even if you normally use an AOL Browser, for this course we recommend that you use either the Explorer or Netscape browser in the versions mentioned above, not your AOL Browser. If you do not have access to these browsers they can be downloaded for free from the Web. Take note that download times via modem can be very long.

Netscape downloads - http://home.netscape.com/download/archive.html

Explorer downloads - http://www.microsoft.com/windows/ie/downloads/archive/default.asp

Adobe Acrobat Reader : You will need an Adobe Acrobat Reader to access supplemental resources that Instructors may link to the site during the course. These resources will be PDFs. Download Adobe Acrobat Reader - http://www.adobe.com/support/downloads/main.html

In addition, you will need to download Quick Time to play some of the video clips in the course. Click on the following link and follow download instructions for your system.

http://www.apple.com/quicktime/download/

Setting Browser Preferences
Most browsers are set to check a web page on its server out on the Internet only intermittently, calling up the version of the page stored on your computer in the meantime. In an online course where there are frequent changes (for instance, new discussions messages), it is important that your browser check the server every time. This document shows you how to check the preferences for Internet Explorer and Netscape.

Technical Support

You may access support from Eduprise's technical helpdesk, by calling toll free: 1-877-725-4357 or logon to : http://eduprise.custhelp.com

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Course Information

Current Location: Seminar in Learning Disabilities - Course Summary

[Top] : Seminar in Learning Disabilities - Course Summary

Course Information

Course Summary

The **Introduction Seminar in Learning Disabilities** is designed as an introduction to the education and instruction of students identified as having a learning disability. The focus of the instruction is on the development of knowledge and understanding of concepts in the field of specific learning disabilities. The course is divided into five units. Unit 1, The Foundations of Learning Disabilities, provides an understanding of the history, definitions, and causes of learning disabilities. Unit 2, Characteristics and Cognitive Abilities, provides an introduction to the specific areas of cognitive functioning, due to neurological variations, may constitute areas of specific learning disabilities. Unit 3 provides an overview of School Services for Students with Learning Disabilities including teacher competencies, student competencies, and the important aspects of effective school programs. Unit 4 introduces the participant to Instructional Procedures that have emerged from research and best practices. The course ends with Unit 5 addressing the Current Trends and Issues in the education of students with learning disabilities.

Please note that units do not refer to text chapters. The course units dictate the structure of the course. The text chapters (14) and the on line and other resources support the information in the units.

Course Content: Each of the five units has a set of instructional objectives to help you establish your expectations for what you should be learning in the course. The unit is organized by content topics which you can find for each unit in the schedule below. Recall of the knowledge presented in the course will be helpful in responding to the PRAXIS certification examination.

Study Schedule and Specific Campus Requirements: Each Unit will be available on this website from the beginning of the semester. The units will remain on the web site so that you can go back and review at any time during the course. Students should pace themselves through the units in order to meet deadlines and other requirements of their enrolling campus. Specific local campus instructions regarding due dates for exams and assignments and how to submit assignments are available in the Course Instructions sections (see Campus Course Calendars and Guidelines).

In Depth Text Questions Assignment : Students will answer five (5) In Depth Questions per chapter related to the course text (total 70). These questions should be answered in the students' own words using the information from the text or other assigned sources as a basis. Answers should be clear, concise, succinct, and address all aspects of each question. Question asnwers should be submitted according through the Digital Drop Box or other method according to instructions and schedules given in the Course Information section for each campus (see Campus Course Calendars and Guidelines). Special Note Regarding Use of Digital Drop Box--Students submitting materials through the DDBox must always preface each submission with the name of the enrolling campus, the campus instructor's name, the student's name and the assignment title.

Discussion Boards: General Forum Discussion--For each of the 5 units, a discussion question will be presented in the General Discussion Forum (available in the Communication section under Discussion Board). Participants will respond through the Discussion Board to each question using the information in the recommended readings, text, and unit resources to inform their responses. This is a General Discussion Forum involving interaction among course participants across all campuses. In addition to answering the questions, students are invited to react to and interact about the responses of other participants. The instructor at each enrollment campus will be reviewing and responding to discussion forum entries. Local Campus Group Discussions-- Some campus instructors may require additional participation in Local Campus Group Discussions. If this is required by your campus, it will be clarified in the Course Information section (see Campus Course Calendars and Guidelines). If applicable, Local Group Discussion questions will be made available through a Local Campus Group Discussion Forum (made available in the Communications section, see Group Pages).

Course Examinations : There will be a Mid-Term and a Final"Take Home" Exam. The Mid Term Exam will cover the content in Units 1 and 2 (readings and text chapters 1, 2, 4, 9, and 10. The Final Exam will cover units 3 through 5 (readings and text chapters 1, 3, 4, 5, 7, 8, 11-14). The exams are both objective and essay in nature. Students should prepare by reading all assigned readings from the text, course site, and web sites. Check your campus schedules for exam dates of availablity and due dates.

Course Projects: The completion of two course projects is required if you are a graduate student or one course project if you are an undergraduate student. The projects are designed as "hands on" projects, and the guidelines for conducting the projects are described in the projects assignment section of the course.

Course Information

Current Location: Seminar in Learning Disabilities - Syllabus

[Top] : Seminar in Learning Disabilities - Syllabus

Course Information

Introduction Seminar in Learning Disabilities

Course Objectives, Readings and Content Outlines

Unit 1 - THE FOUNDATIONS OF LEARNING DISABILITIES

Unit 1 Objectives

1.1. Describe the history and growth of the field of learning disabilities including the major phases the field's evolution.

1.2. Describe the major concepts or "themes" we have been able to cull from reviewing the history of the field of learning disabilities.

1.3. Understand the concept of learning disabilities. (What is a learning disability? What does it mean to have a learning disability?) Differentiate between a student with a learning disability and other students that are having difficulty learning but do not have a learning disability.

1.4. Cite and describe the common elements of the primary definitions of learning disabilities.

1.5. Describe the primary causes of learning disabilities and the extent that these causes are supported by the research and the literature.

Unit 1 Readings

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities

Chapters 1 and 2

Unit 1 Content Outline

Unit Introduction

1 Setting the Stage

2 Objectives

3 Assignments

History of Learning Disabilities

1 Evolution of the Field of Learning Disabilities

2 Lessons from History

Definitions of Learning Disabilities

1 Introduction to Definitions

2 The Major Definitions

3 Common Elements of Definitions

Causes of Learning Disabilities

1 Neurological Dysfunction or Variations

2 Causes of Neurological Dysfuncion or Variation

Unit 2 - CHARACTERISTICS AND COGNITIVE ABILITIES

Unit 2 Objectives

2.1. Describe the basic cognitive areas (or the specific learning disability areas) in which a learning disability can occur and describe how a specific learning disability can have a "Second Order Effect" on learning and instruction.

2.2. Cite the prevalence rates for learning disabilities and identify and discuss the reasons that the prevalence rate has been increasing.

2.3. Discuss the various reasons postulated for the gender and ethnic percentages of students identified as having a learning disability.

2.4. Given a description of a student with learning disabilities, describe (1) the specific learning disabilities of the student and (2) discuss the impact these disabilities will have on the students academic achievement and adjustment in school.

Unit 2 Readings

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapters 1, 4, 9 and 10

Special Readings: Understanding Specific Learning Disabilities

Unit 2 Content Outline

Unit Introduction

1 Setting the Stage

2 Objectives

3 Assignments

Areas of Specific Learning Disabilities

1 Understanding Specific Learning Disabilities

2 Attention

3 Memory

4 Auditory Processing

5 Visual Processing

6 Language Processing

7 Executive Control (Organization)

Prevalence

1 Percentage of Students with Learning Disabilities

2 The Increasing Prevalence of Learning Disabilities

Demographics

1 Gender of Individuals with Learning Disabilities

2 Ethnicity of Individuals with Learning Disabilities

Unit 3: SCHOOL SERVICES FOR STUDENTS WITH LEARNING DISABILITIES

Unit 3 Objectives

3.1 Describe the program components that need to be in place to provide an appropriate and comprehensive educational program for students with Specific Learning Disabilities.

3.2. Describe the academic and enabling outcomes which set the expectations for the LD student's progress and accomplishments.

3.3. Describe the assessment, identification and placement process.

3.4. Describe the main points of IDEA and its re authorizations.

3.5. Describe the required components of an IEP, the procedures required to develop an appropriate IEP, and the differences between poor IEPs and good IEPs.

3.6. Describe four roles that the field of medicine plays in the understanding and treatment of students with learning disabilities.

Unit 3 Readings

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapters 3, 4, 5, 7 and 8

Special Readings:

- Program Outcomes for Students with SLD

- SLD Program Components

- Roles and Responsibilities of LD and Regular Teachers

Unit 3 Content Outline

Unit Introduction

1 Setting the Stage

2 Objectives

3 Assignments

Teacher Competencies

1 The Competencies of Effective SLD Teachers

2 Areas of Competencies for SLD Teachers

Goals and Expected Competencies for SLD Students

1 Academic Goals and Expectations

2 Enabling/Process Goals

Necessary Components for Effective LD Programs

1 The Components of Effective Programs

The Individuals with Disabilities Education Act

1 The Individuals with Disabilities Education Act (IDEA)

2 The Major Components of IDEA

The Assessment, Identification and Placement Process

1 Referral, Identification, Placement and Services Processes

2 Significant Discrepancy Between Potential and Achievement

3 The Development and Use of the IEP

Medical Aspects of Learning Disabilities

1 Contributions of the Medical and Allied Health Professions

2 Attention Deficit Disorders and ADHD

Unit 4: INSTRUCTIONAL PROCEDURES

Unit 4 Objectives

4.1. Describe the importance of research in instruction and what we know about instructional procedures that work in teaching basic skills to students with learning disabilities.

4.2.Describe the clinical teaching process and demonstrate the skills teachers must have to provide effective clinical teaching. List three barriers that work against using a clinical teaching cycle approach in the regular classroom.

4.3. Describe the role of theory in planning and delivering educational services to LD students and briefly describe (1) developmental, (2) behavioral, (3) cognitive / information processing, and (4) metacognitive / learning strategies theories.

4.4. List and describe four teaching models or approaches to the delivery of effective educational services for students with learning disabilities.

4.5. Define learning strategies and give examples of three different learning strategies that have been used effectively with students with learning disabilities.

Unit 4 Readings

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapter 11, 12, 13, and 14

Unit 4 Content Outline

Unit Introduction

1 Setting the Stage

2 Objectives

3 Assignments

Instructional Research, Theory, and Models

1 From Research to Practice

2 Theory and Instruction

3 Models of Teaching That Work

Clinical Teaching

1 Introduction to Clinical Teaching

2 Step 1 in the Clinical Teaching Process

3 Step 2 in the Clincial Teaching Process

4 Step 3 in the Clinical Teaching Process

5 Step 4 in the Clinical Teaching Process

6 Accommodations and Modifications

Instructional Techniques

1 Teaching Reading: Research Supported Approaches

2 Teaching Writing: Effective Instructional Techniques

3 Teaching Math: Effective Instructional Techniques

Unit 5: CURRENT TRENDS AND ISSUES

Unit 5 Objectives

5.1. Describe the current general status of the relationship between parents and schools and the dynamics involved.

5.2. Describe the primary issues and the reasons these issues have developed.

5.3. Identify and discuss three trends in the education and treatment of students with learning disabilities which you believe will become important aspects of educational programs for students with learning disabilities.

Unit 5 Readings

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapter 1 and 2 and Readings

Special Readings (found in the Readings section)

-Special Education Faulted, Raleigh News & Observer

- Special Education in Restructured Schools

- NC PTS: Report on the Responsible, Responsive Inclusion

- NC PTS: Review of High School Programs and Graduation Requirements

Unit 5 Content Outline

Unit Introduction

1 Setting the Stage

2 Objectives

3 Assignments

Identification

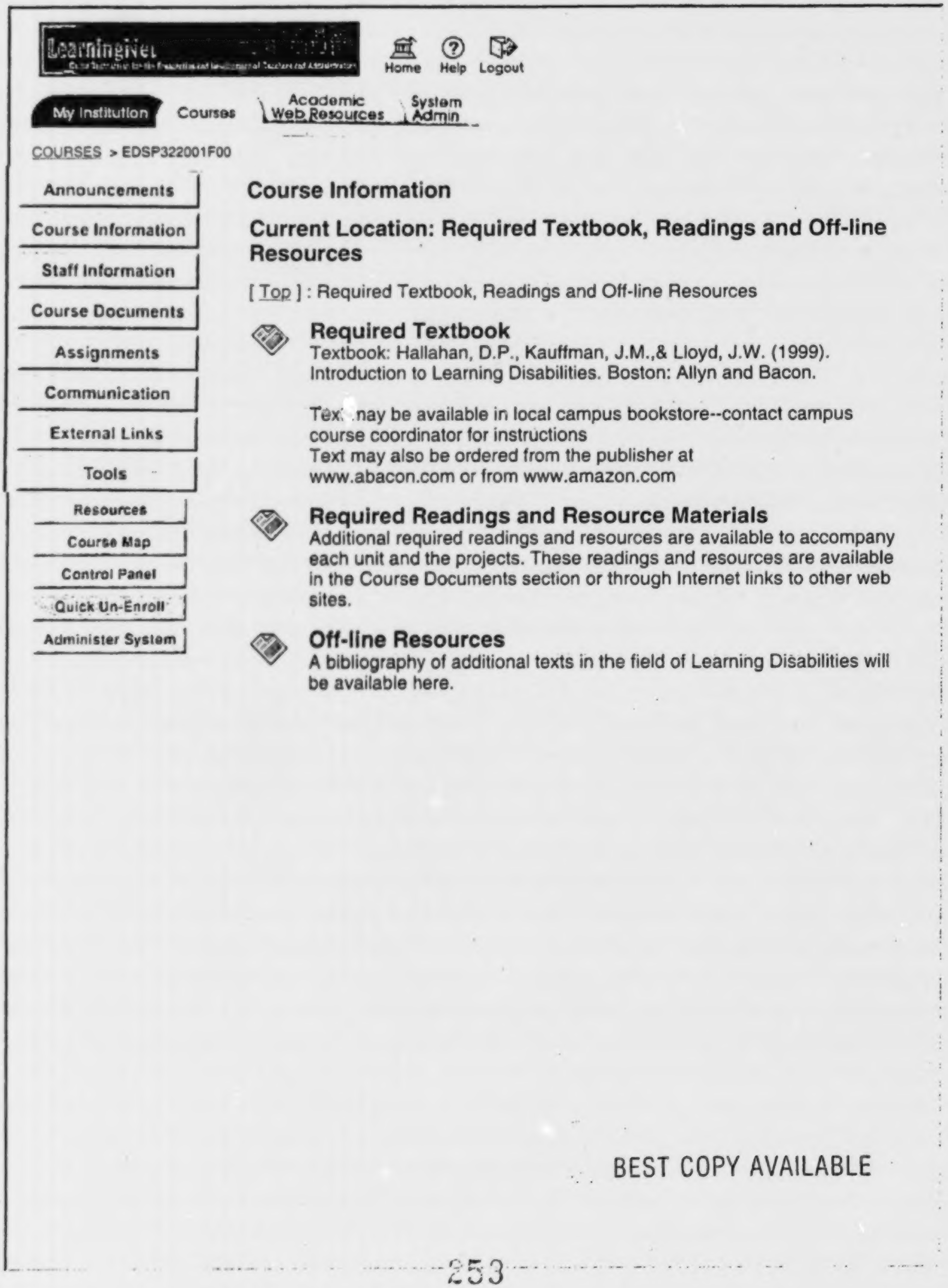
1 Identification and Labeling

Availability of Services

Inclusion

Accountability

Parent - School Relationships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Course Information

Current Location: Required Textbook, Readings and Off-line Resources

[Top] : Required Textbook, Readings and Off-line Resources

Required Textbook

Textbook: Hallahan, D.P., Kauffman, J.M.,& Lloyd, J.W. (1999). Introduction to Learning Disabilities. Boston: Allyn and Bacon.

Text may be available in local campus bookstore--contact campus course coordinator for instructions

Text may also be ordered from the publisher at www.abacon.com or from www.amazon.com

Required Readings and Resource Materials

Additional required readings and resources are available to accompany each unit and the projects. These readings and resources are available in the Course Documents section or through Internet links to other web sites.

Off-line Resources

A bibliography of additional texts in the field of Learning Disabilities will be available here.

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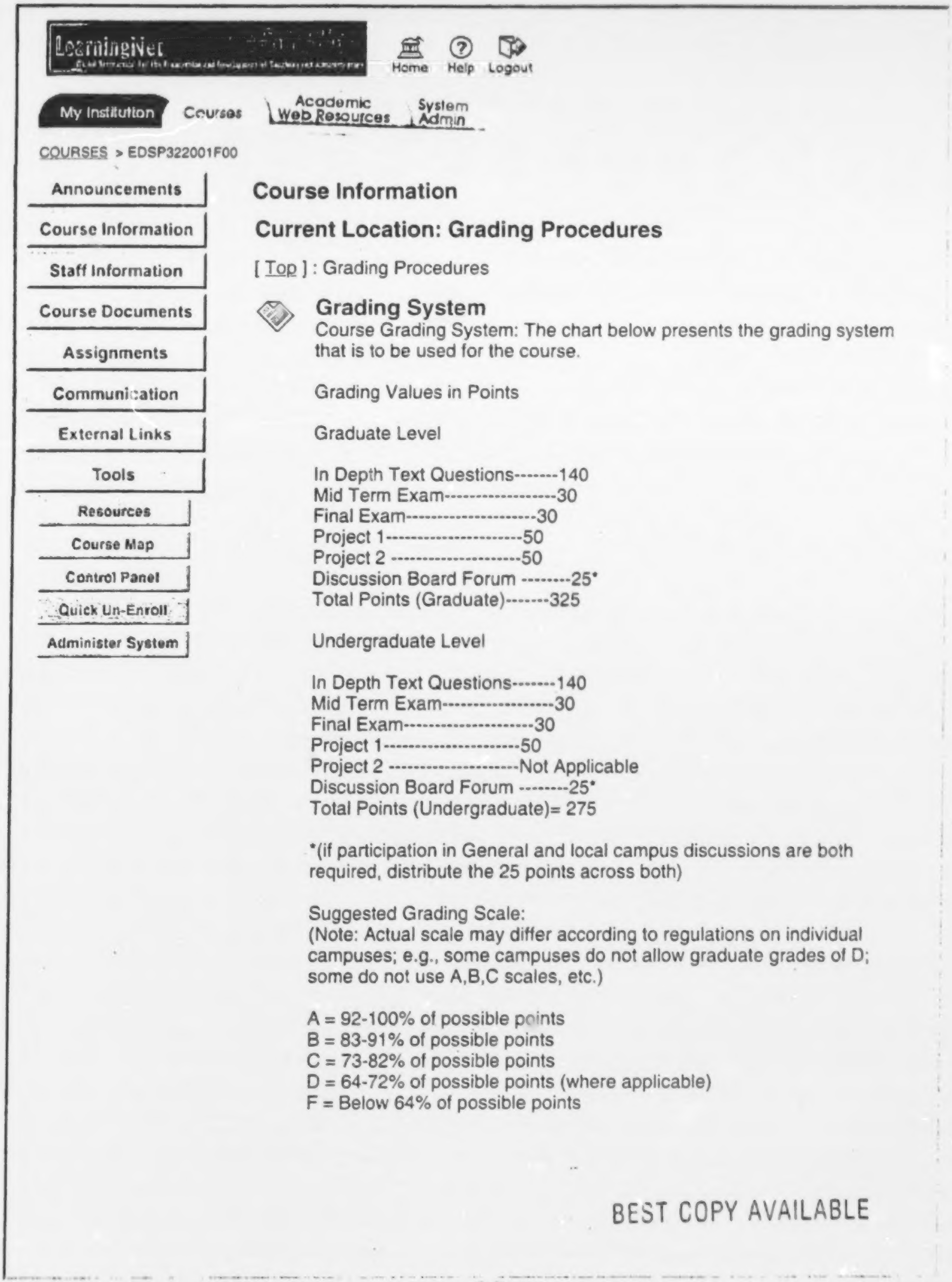
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Course Information

Current Location: Grading Procedures

[Top] : Grading Procedures

Grading System

Course Grading System: The chart below presents the grading system that is to be used for the course.

Grading Values in Points

Graduate Level

In Depth Text Questions-------140
Mid Term Exam------------------30
Final Exam---------------------30
Project 1----------------------50
Project 2 ---------------------50
Discussion Board Forum --------25*
Total Points (Graduate)-------325

Undergraduate Level

In Depth Text Questions-------140
Mid Term Exam------------------30
Final Exam---------------------30
Project 1----------------------50
Project 2 ---------------------Not Applicable
Discussion Board Forum --------25*
Total Points (Undergraduate)= 275

*(if participation in General and local campus discussions are both required, distribute the 25 points across both)

Suggested Grading Scale:
(Note: Actual scale may differ according to regulations on individual campuses; e.g., some campuses do not allow graduate grades of D; some do not use A,B,C scales, etc.)

A = 92-100% of possible points
B = 83-91% of possible points
C = 73-82% of possible points
D = 64-72% of possible points (where applicable)
F = Below 64% of possible points

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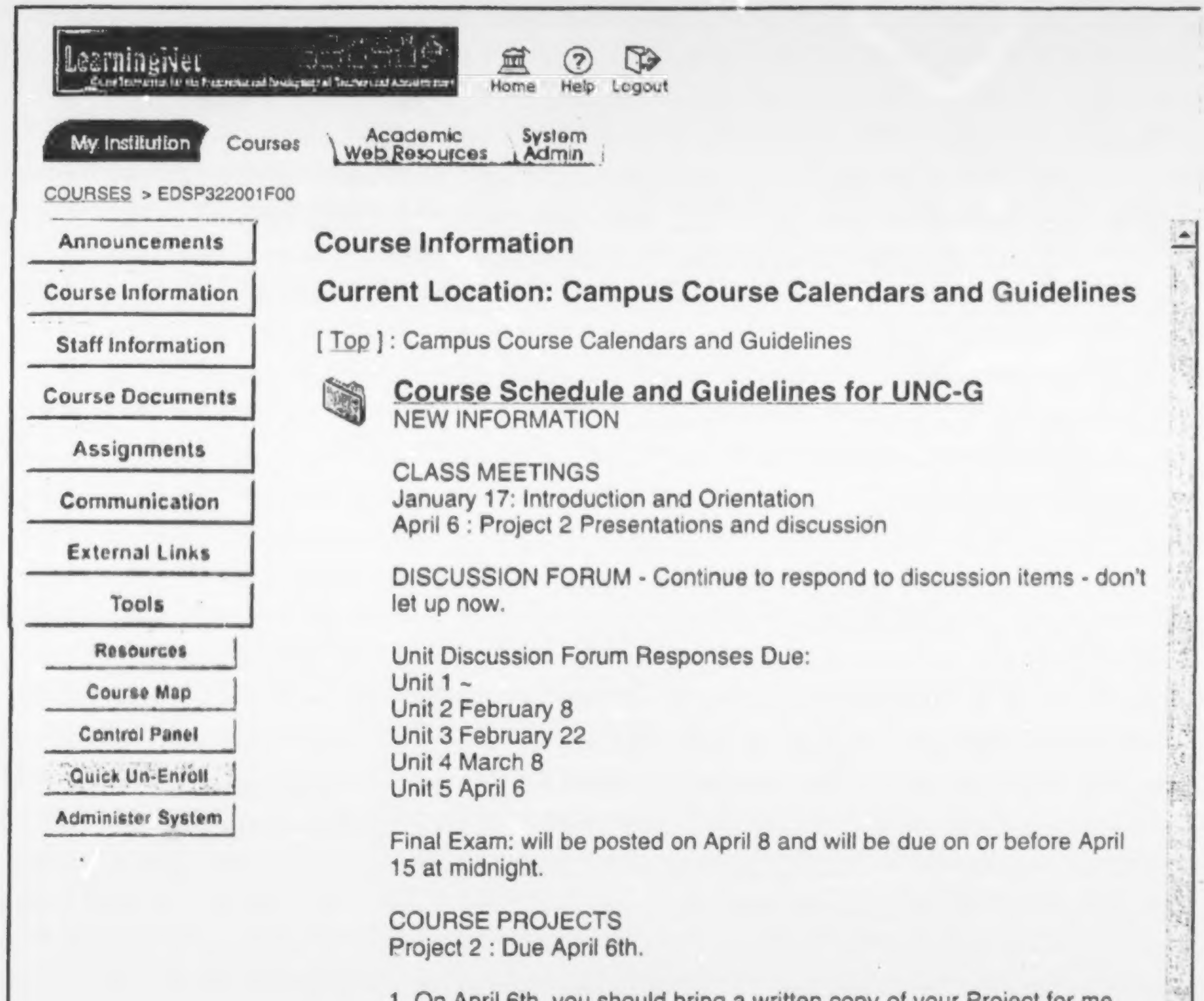
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Course Information

Current Location: Campus Course Calendars and Guidelines

[Top] : Campus Course Calendars and Guidelines

Course Schedule and Guidelines for UNC-G

NEW INFORMATION

CLASS MEETINGS
January 17: Introduction and Orientation
April 6 : Project 2 Presentations and discussion

DISCUSSION FORUM - Continue to respond to discussion items - don't let up now.

Unit Discussion Forum Responses Due:
Unit 1 ~
Unit 2 February 8
Unit 3 February 22
Unit 4 March 8
Unit 5 April 6

Final Exam: will be posted on April 8 and will be due on or before April 15 at midnight.

COURSE PROJECTS
Project 2 : Due April 6th.

1. On April 6th, you should bring a written copy of your Project for me. This copy will include the data you have collected, interview questions and responses, recommendations, etc. This copy should include all of the components that are delineated in the instructions for Project 2.

The information that you are to gather will come from a variety of sources. You will need to get your school's scores from the principal or central office. Please present this information in some type of chart or graph. For your interviews, you will need to make the decisions about who to interview, what questions to ask, etc. Many of your decisions will hinge on the information that you are collecting. If you discover a need in your program, it will lead to further info gathering and recommendations.

Your written report should delineate your results in a concise and cohesive way.

In addition, you will be expected to give a brief presentation on your project. You should plan approximately 10-12 minutes with some visuals (Power Point or overheads) that show the class your findings, recommendations, etc. Tell about your school and disbrict briefly and your results and recommendations. A handout for the other 18 classmates that describes and summarizes your project should be provided.

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Course Information

Current Location: Course Schedule and Guidelines for UNC-CH

[Top] : [Campus Course Calendars and Guidelines] : Course Schedule and Guidelines for UNC-CH

Course Schedule

Summary of Important Dates

UNC-CH

Class Meetings

August 27th: Introduction and Orientation

October 29: Project 1 Presentations and Seminar Discussion

December 3: Project 2 Presentations and Seminar Discussion

Online Instructional Content

Unit Discussion Forum Responses Due:

Unit 1 Sept 14

Unit 2 Oct 5

Unit 3 Oct 19

Unit 4 Nov 2

Unit 5 Nov 16

The online instructional content will be posted in the Course Documents section no later than the following dates.

Unit 1 August 30

Unit 2 September 6

Unit 3 September 27

Unit 4 October 11

Unit 5 October 25

Examinations

Mid Term Exam: will be posted on October 9th and will be due on or before October 15th at 8:00 a.m. The Mid Term Exam will cover Units 1 and 2.

Final Exam: will be posted on December the 3rd and will be due on or before December 10th at 8:00 a.m.

Course Projects

Project 1 : will be due on October 29. Be prepared to make a presentation on your project on October 29th.

Project 2 : will be due on December 3rd. Be pepared to make a presentation on your project on December 3rd.

Course Information

Current Location: Course Schedule and Guidelines for FSU

[Top] : [Campus Course Calendars and Guidelines] : Course Schedule and Guidelines for FSU

FSU Schedule and Guidelines

Welcome to the on line version of
SPED 522: Seminar in Learning Disabilities Spring, 2002.
General Information:
The course will essentially and directly follow the Introduction to Learning Disabilities course created by Dr. David Lillie at UNC-CH and currently coordinated by Dr. Lillie and Dr. Virginia Dickens at FSU.
We will follow the course activities, assignments and requirements as specified in the Course Information, course Documents, Assignments, and Communication sections.
We will follow our own time schedule for assignment completion. The course runs from January 14 -- April 29, 2002.
In order to receive credit for the course for spring semester, 2002, all assignments must be submitted by the due dates specified below (with no assignments being submitted after April 29).
Before you begin, read all materials presented in this section very carefully, and respond as indicated.
. Please read all announcements carefully each time you log on. Pay particular attention to any information directed to you at your campus site.
. Before you begin the course assignments, it is very important that you become familiar with the course layout, where every component of the course is located, and how to access and submit all vital information. Take the time up front to find everything so you will not miss vital content.
Browse through the layers of information behind the menu buttons located on the left hand side of your screen. When you are comfortable that you can navigate and access all portions of the course, you may begin.
· Be sure that you are accessing all course materials. There are handouts/lectures available with each unit on line. Find and read this material. It is crucial to the content of the course.
· The course is arranged on line into 5 instructional units. The course material is self-contained. The unit numbers do not correspond to the chapters in the text, but the text and other readings support the units. When studying each unit, find and match unit topics with text contents.
· Please adhere to the time schedule. Do not wait until something is due to seek assistance. Do not plan to submit late projects or exams. We reserve the right to lower grades on late papers. We do not plan to issue grades of Incomplete as this is inconvenient to all involved.
· If you encounter any problems or have any questions, email or call Dr. Dickens (vdickens@uncfsu.edu or gilldickens@mindspring.com). Office Phone: 910-672-1635. We are here to assist you. We want your on line learning experience to be successful.

Of SPECIAL NOTE:
We reserve the right to monitor student access to the course site. Students failing to access the course in a regular and timely manner may be asked to withdraw from the course. Students who see that they are unable to complete course requirements in a timely manner should withdraw according to University regulations and schedules. Incomplete grades are not appropriate for persons who do not complete the majority of course requirements. IF YOU SEE THAT YOU ARE UNABLE TO DEVOTE THE TIME NEEDED TO COURSE COMPLETION, YOU NEED TO WITHDRAW IN THE APPROPRIATE MANNER ACCORDING TO UNIVERSITY REGULATIONS AND TIMELINES.
Please read the Ethics agreement following.
ETHICS AGREEMENT: As a student in the online class SPED 522, I agree to the following guidelines:
. I will review the course web site on a thorough and regular basis to ensure I am aware of announcements, assignments, deadlines and meetings.
. I will complete assignments in a timely and professional manner, including readings, forum discussions, etc.
. I will communicate with the course instructor or appropriate helpdesk if I need assistance, after having reviewed site to determine I have followed instructions properly.

FSU Timelines and Submission Guidelines

1. Group Meetings- (Revised Dates)
There are two required on campus group meetings. One is Feb. 27 (Wed)from 5:00-7:00 PM. One is

April 24 (Wed.) at the same time. We will meet in Butler 211 on the FSU campus, unless otherwise notified. (Missed meetings will require make up work arranged with the instructor at the responsibility of the student).

2. Discussion Groups--You will respond to the five 5) General Discussion Forum questions located in the Communication section, click on Discussion Board. Respond to these questions by the following dates:
Question # 1: By Jan.25
# 2: By Feb. 8
# 3: By Feb. 22
# 4: By Mar. 8
# 5: By Mar. 22
You will also respond to the local FSU Group Discussion questions. There will be ten questions posted for the local FSU Group Forum. To access the FSU Group Discussion Board:
1) Click the Communication menu section
2) Click "Group Pages"
3) Click "FSU Group"
4) Click "Discussion Board"
6) Click on the question's title to respond.
You may respond as soon as a question is posted, but we request that you respond no later than the following schedule:
Q. 1 due by 1/23
Q. 2 due by 1/28
Q. 3 due by 2/4
Q. 4 due by 2/11
Q. 5 due by 2/18
Q. 6 due by 2/25
Q. 7 due by 3/11
Q. 8 due by 3/18
Q. 9 due by 3/25
Q. 10 due by 4/1
In the larger forum, you will be interacting with students from other universities. In the FSU Group Forum, you will be interacting only with FSU students.
Responses to the larger forum and the FSU Group Discussion are both mandatory and should be made with the following understanding:
a. You have read the course handouts and lecture material available on or through the course web site,

b. You have read the relevant text sections,
c. You can support what you say from best practice and experience.
Please feel free to respond to others' responses to the questions also (both in the larger group around the state) and within the FSU Discussion Group.

3. In Depth Text Questions Assignment-
You will be responding to 5 questions per text chapter (total 70 questions) in the In Depth Questions Assignment. The questions are accessible in the Course Assignments section. Your answers will be judged on the following basis:
Are they correct and complete?
Do they reflect information given in the text or related readings?
Are they in your own words?
Are the answers concise? (limit 1/2 page or less per answer)
Are they submitted on time?
Submit the completed assignment only (not parts) in the Digital Drop Box by April 1. (See Announcements section for guidelines for posting in DDB)

4. Projects-
Project # 1 is due by February 27, and should be submitted through the Digital Drop Box available in the menu under Tools or brought to the first group meeting. This project should be completed carefully and fully according to the guidelines given in the course information. Respond to all parts of the project appropriately for full credit. Base your narratives and decisions upon course and text information. Use a real child if possible, being sure to obtain parent permission. Begin the project by choosing one of the

following learning disability areas and completing the remainder of the project based upon the area: Attention; Visual Processing; Memory; Auditory Processing; Executive Control; Language Disorders. Complete the project and submit it through the Digital Drop Box or run a hard copy, and bring it to Group Meeting # 1 (Feb. 27).

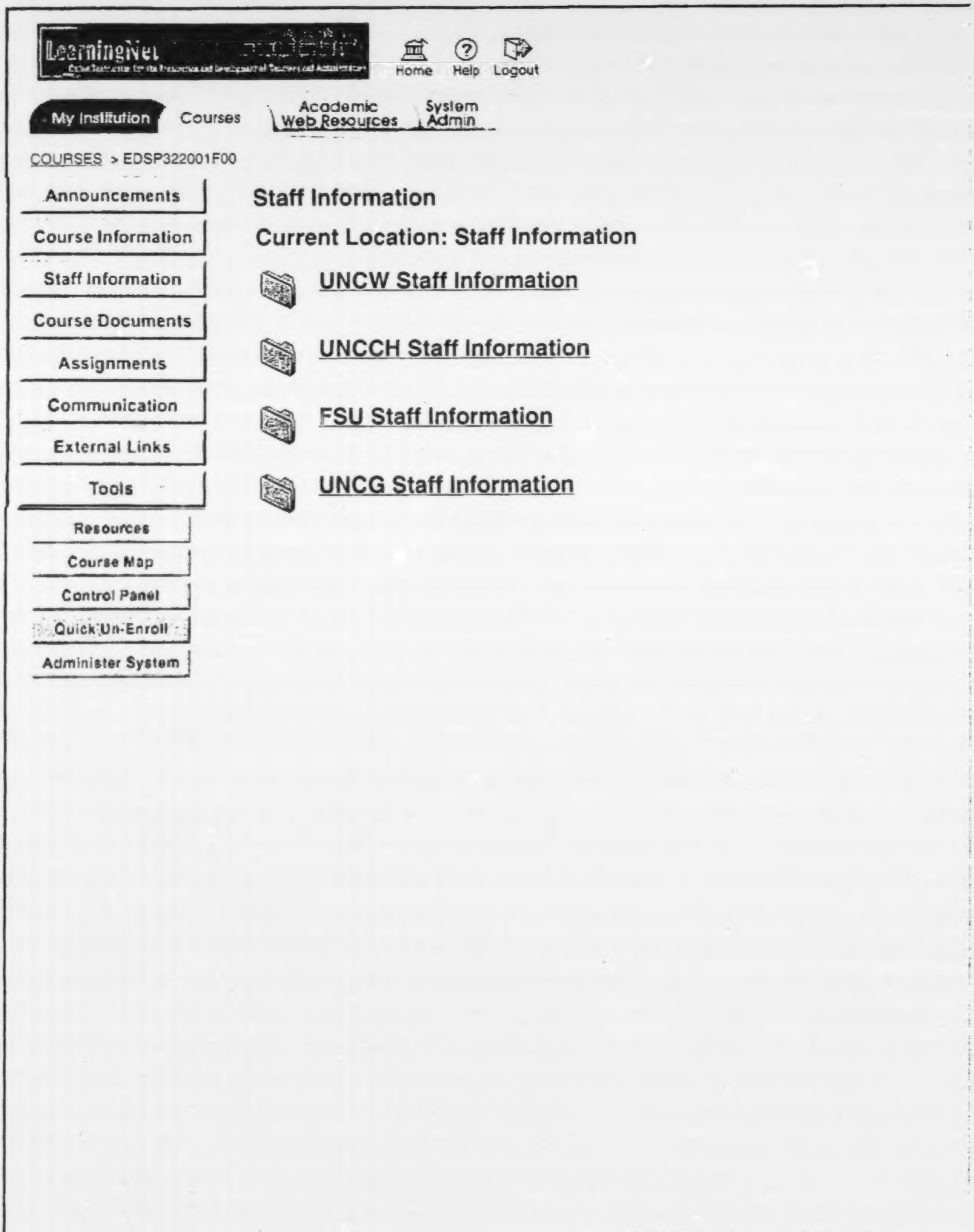
Project # 2 is due by April 24. This project should be completed carefully and fully according to the guidelines given in the course information. Respond to all parts of the project appropriately for full credit. Base your narratives and decisions upon course and text information. Use a real school program if possible, with permission, to complete Project # 2. Complete the project and submit it through the Digital Drop Box or no later than April 24 or bring it to the final on campus group meeting. You will make a presentation of the project at the final on campus meeting.

5. Exams-
The course has two examinations. These are open notes/book and should reflect careful consideration of all materials. The Midterm is due by Feb. 27 and the responses should be brought to Group Meeting # 1 on Feb. 27. The Final should be brought to Group Meeting # 2 on April 24.

6. Readings-
The course content is based on required readings in the text, on the course web site, and at various designated Internet sites. All readings are required and responses to assignments must reflect information gained from the readings.

You may communicate with the Instructor as regularly as needed by email or phone. You may communicate with other class members through the Communication section, Group Pages, FSU Group.

FINALLY, To indicate you have read this entire section fully and are willing to comply with the ethics agreement, please email the instructor at vdickens@uncfsu.edu with the statement: I have read the FSU Guidelines and Ethics Agreement and am in agreement with their contents.
Thank you. Have a Great Semester! VJDickens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Staff Information

Current Location: Staff Information

- UNCW Staff Information
- UNCCH Staff Information
- FSU Staff Information
- UNCG Staff Information

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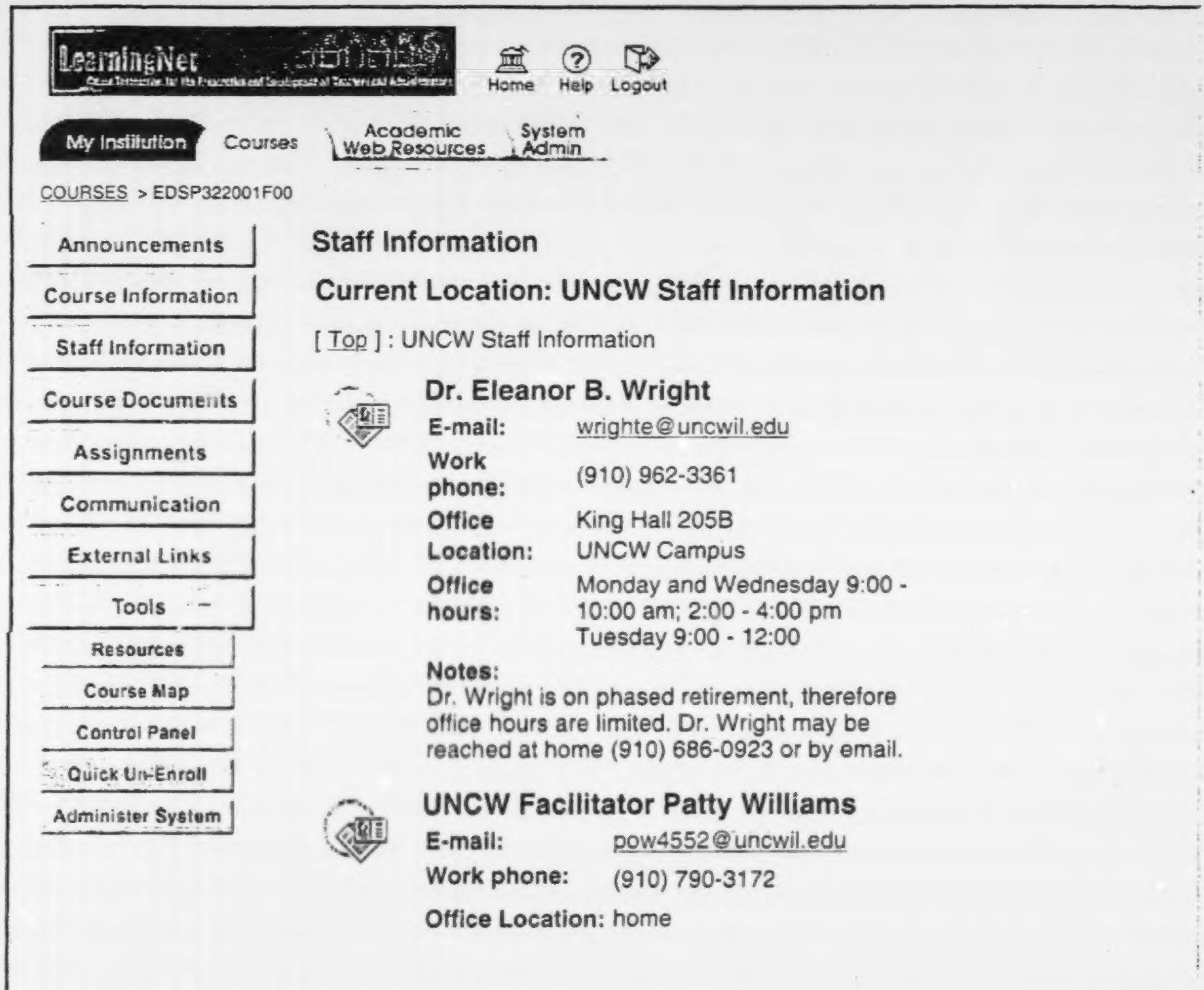
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Staff Information

Current Location: UNCW Staff Information

[Top] : UNCW Staff Information

Dr. Eleanor B. Wright

E-mail: wrighte@uncwil.edu
Work phone: (910) 962-3361
Office Location: King Hall 205B UNCW Campus
Office hours: Monday and Wednesday 9:00 - 10:00 am; 2:00 - 4:00 pm Tuesday 9:00 - 12:00

Notes:
Dr. Wright is on phased retirement, therefore office hours are limited. Dr. Wright may be reached at home (910) 686-0923 or by email.

UNCW Facilitator Patty Williams

E-mail: pow4552@uncwil.edu
Work phone: (910) 790-3172
Office Location: home

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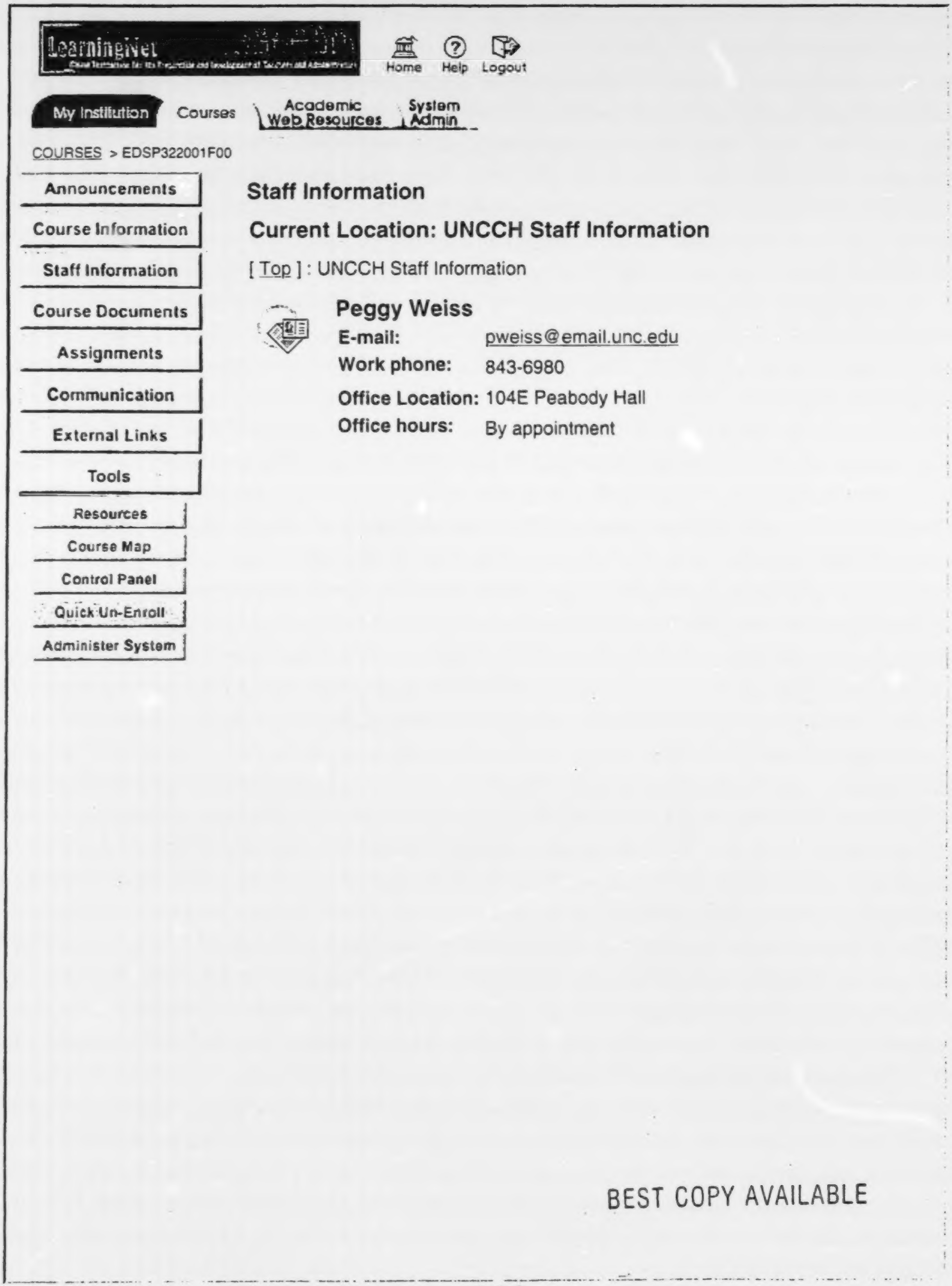
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Staff Information

Current Location: UNCCH Staff Information

[Top] : UNCCH Staff Information

Peggy Weiss

E-mail: pweiss@email.unc.edu

Work phone: 843-6980

Office Location: 104E Peabody Hall

Office hours: By appointment

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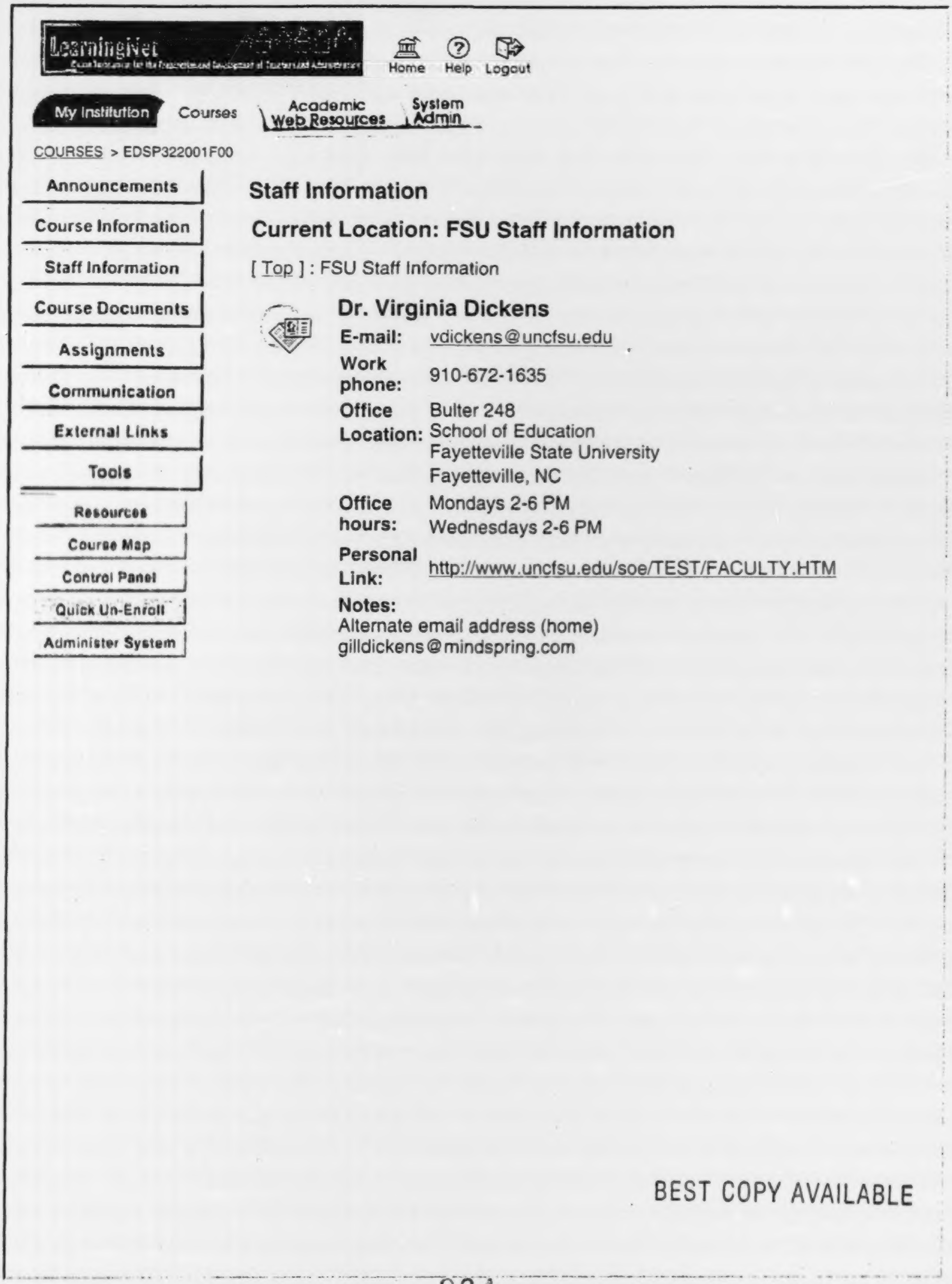
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Staff Information

Current Location: FSU Staff Information

[Top] : FSU Staff Information

Dr. Virginia Dickens

E-mail: vdickens@uncfsu.edu

Work phone: 910-672-1635

Office Location: Bulter 248
School of Education
Fayetteville State University
Fayetteville, NC

Office hours: Mondays 2-6 PM
Wednesdays 2-6 PM

Personal Link: http://www.uncfsu.edu/soe/TEST/FACULTY.HTM

Notes:
Alternate email address (home)
gilldickens@mindspring.com

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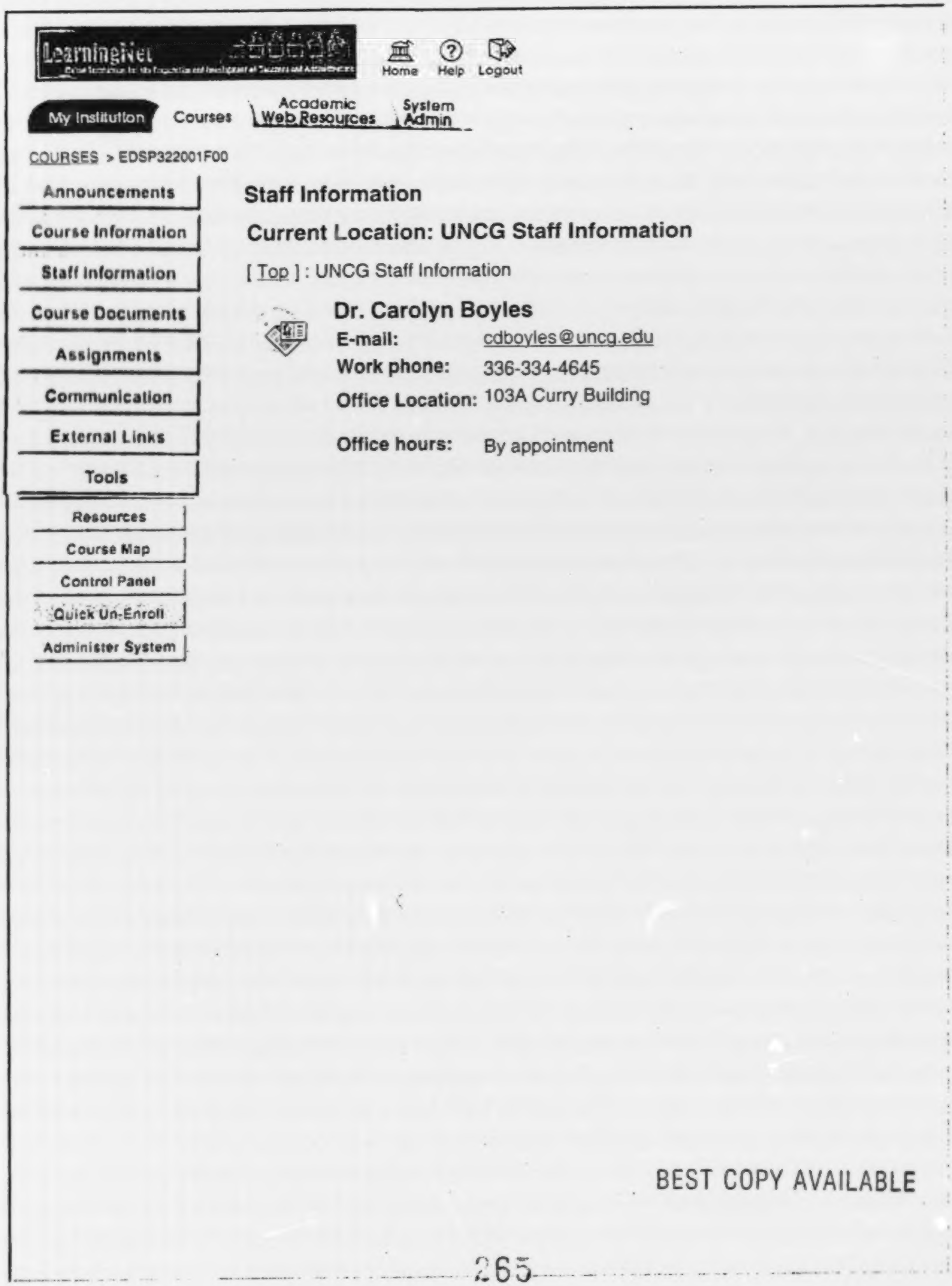
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Staff Information

Current Location: UNCG Staff Information

[Top] : UNCG Staff Information

Dr. Carolyn Boyles

E-mail: cdboyles@uncg.edu

Work phone: 336-334-4645

Office Location: 103A Curry Building

Office hours: By appointment

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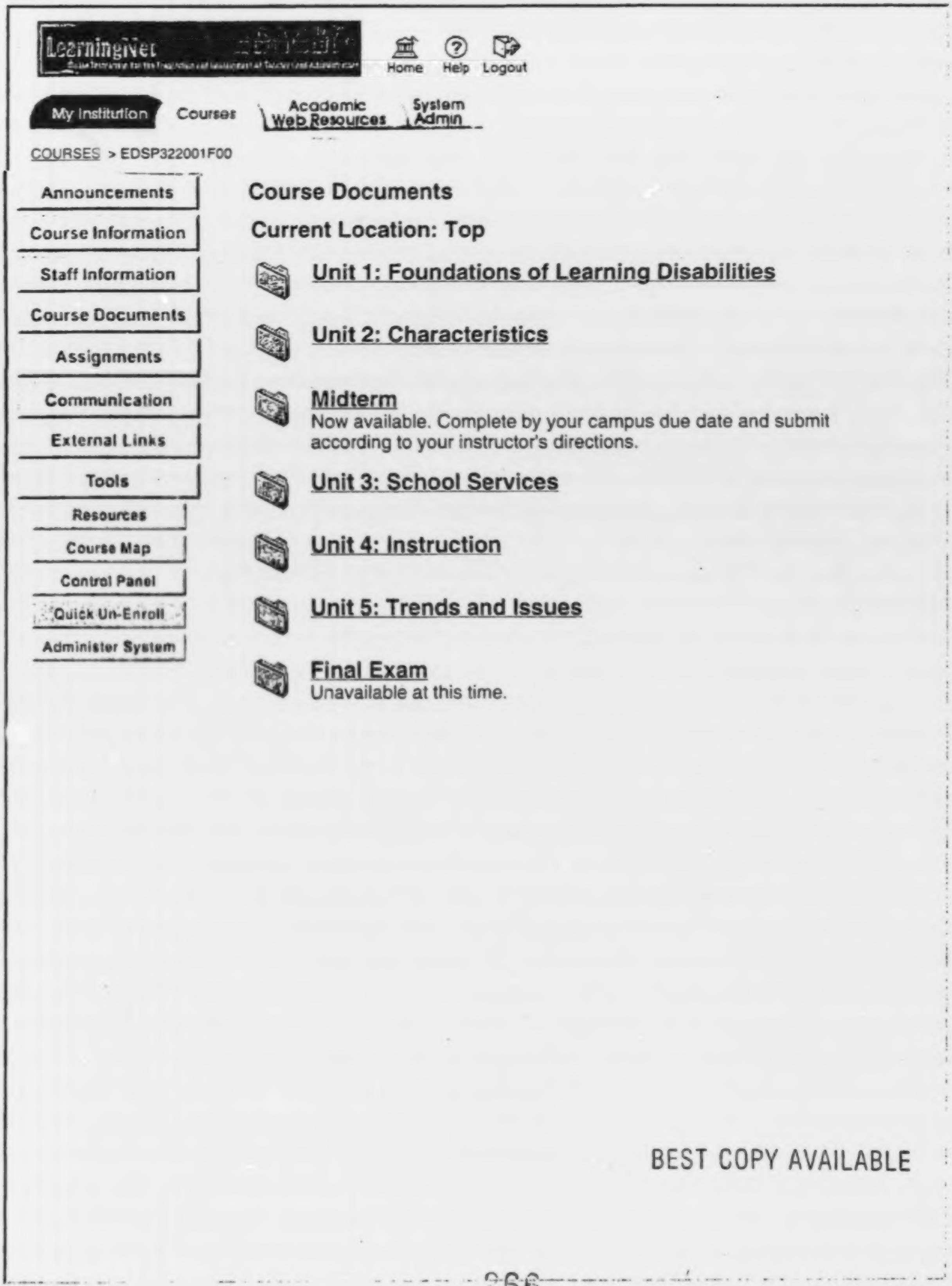
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Course Documents

Current Location: Top

Unit 1: Foundations of Learning Disabilities

Unit 2: Characteristics

Midterm
Now available. Complete by your campus due date and submit according to your instructor's directions.

Unit 3: School Services

Unit 4: Instruction

Unit 5: Trends and Issues

Final Exam
Unavailable at this time.

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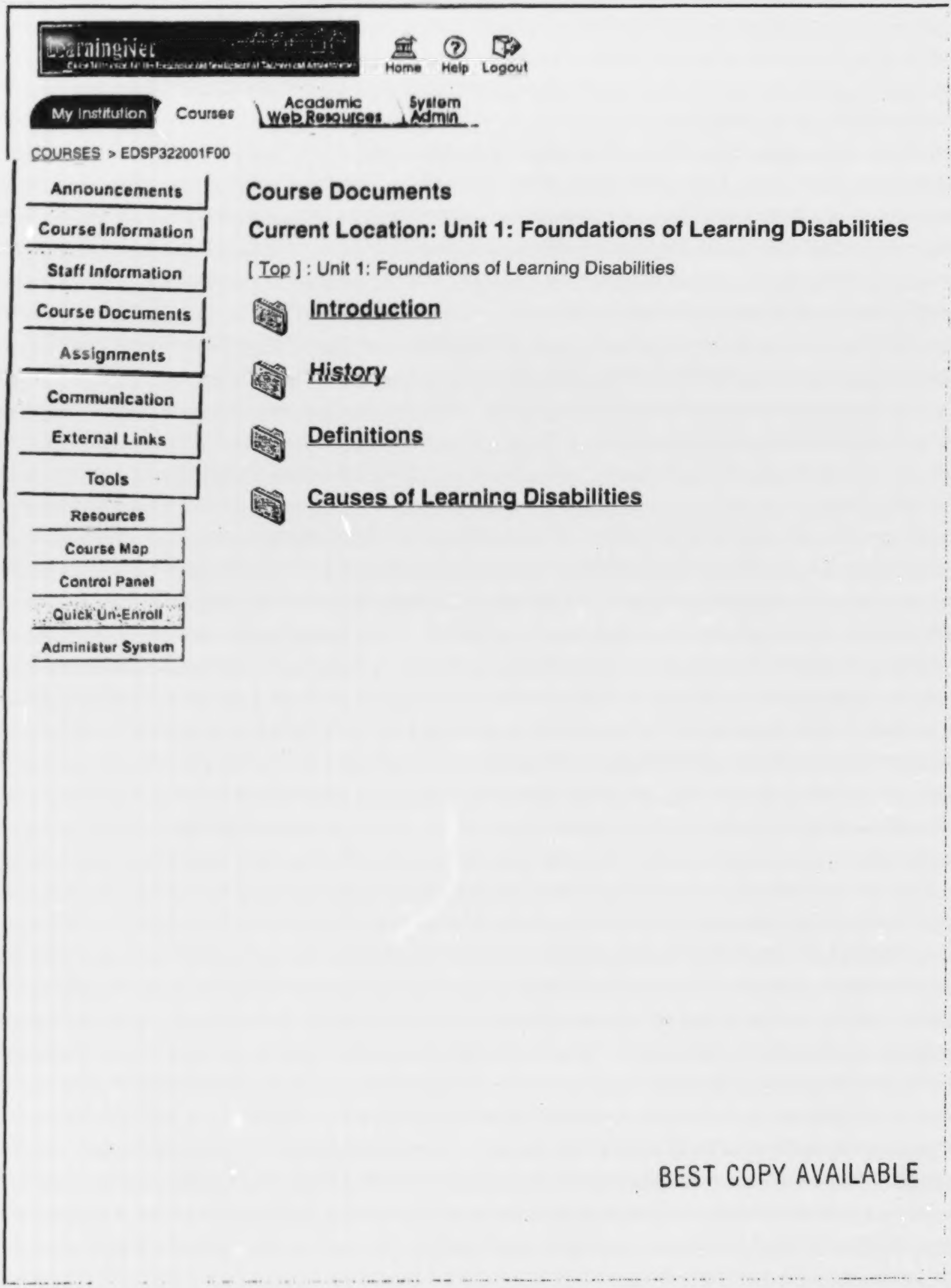
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Course Documents

Current Location: Unit 1: Foundations of Learning Disabilities

[Top] : Unit 1: Foundations of Learning Disabilities

- Introduction
- History
- Definitions
- Causes of Learning Disabilities

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Course Documents

Current Location: Introduction

[Top] : [Unit 1: Foundations of Learning Disabilities] : Introduction

Setting the Stage for Unit 1

This unit provides an introduction to the field of learning disabilities. Some educators have a great deal of difficulty accepting the concept of learning disabilities. Have you heard comments about students who are identified as having a learning disability like these? "He can get it if he tries harder, he's just lazy and doesn't want to do the work." "I can't give her all this additional assistance, or give her more time on tests, it isn't fair to the rest of the students!" It's a good assumption that teachers making these types of statements either do not understand what a learning disability is or do not think there is such a thing as a learning disability.

If you are to be an effective teacher of students with specific learning disabilities you must have some understanding of history of the field and how we have arrived at the current structure of educational programs for students with learning disabilities. You must be well versed in the definitions and construct of the concept of "specific learning disabilities." Also, you should be familiar with the variety of causes of specific learning disabilities and the relationship of the causes to the concept of a learning disability.

Objectives

After studying the topics in Unit 1 you should be able to:

Unit 1. Objective 1.
Describe the history and growth of the field of learning disabilities including the major phases in the field's evolution.

Unit 1. Objective 2.
Describe the major concepts or "lessons" we have learned from reviewing the history of the field of learning disabilities.

Unit 1. Objective 3.
Understand the concept of a learning disability. Differentiate between a student with a learning disability and other students that are having difficulty learning but do not have a learning disability.

Unit 1. Objective 4.
Cite and describe (explain) the common elements of the primary definitions of learning disabilities.

Unit 1. Objective 5.
Describe the primary causes of learning disabilities and the extent that these causes are supported by the research and the literature.

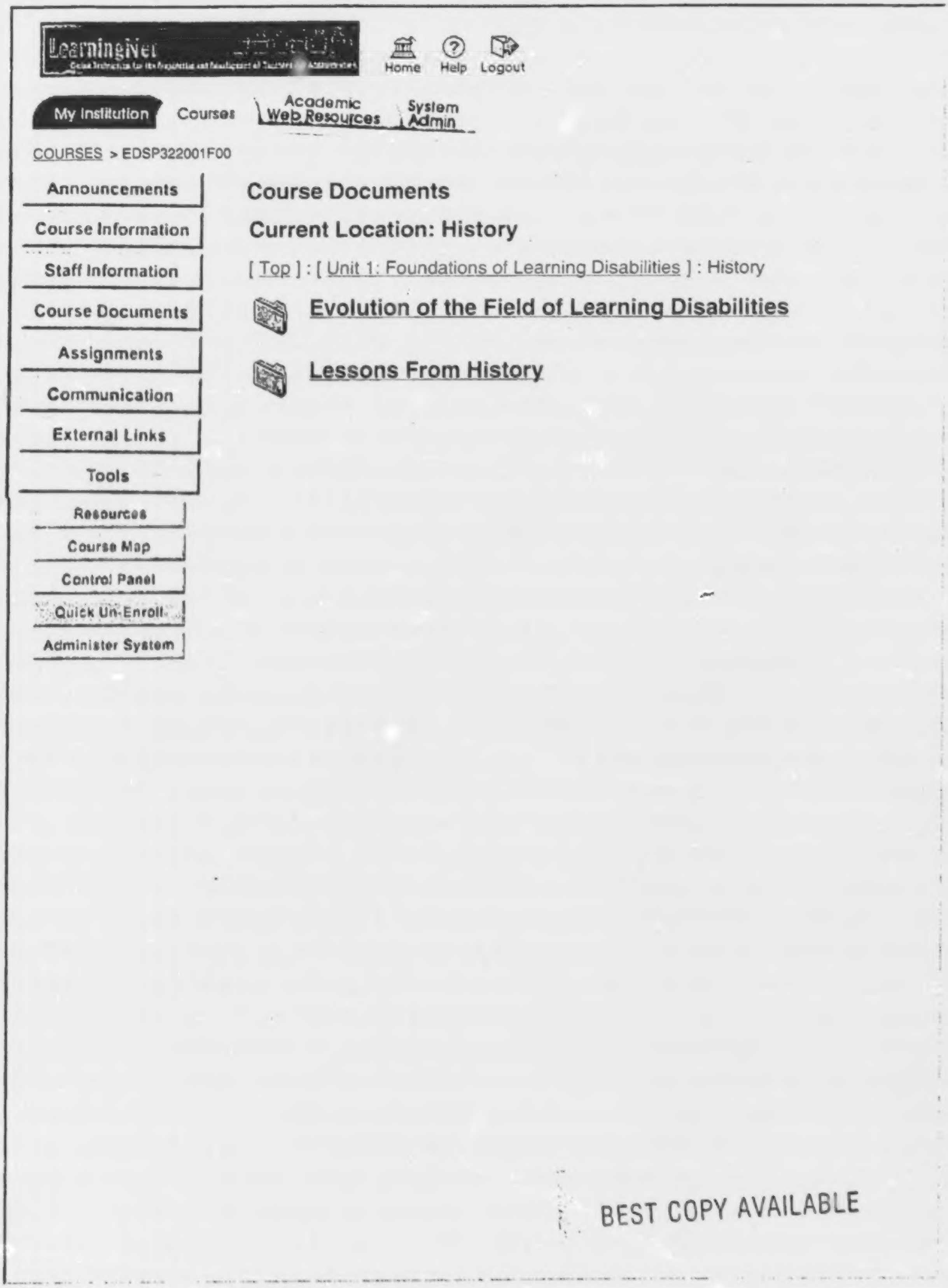
Reading Assignments

Unit 1 Readings

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities

Chapters 1 and 2

Teacher Questions
To listen to the teachers' questions click on the start arrow at the left side of the time line under the picture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Course Documents

Current Location: History

[Top] : [Unit 1: Foundations of Learning Disabilities] : History

Evolution of the Field of Learning Disabilities

Lessons From History

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Course Documents

Current Location: Evolution of the Field of Learning Disabilities

[Top] : [Unit 1: Foundations of Learning Disabilities] : [History] : Evolution of the Field of Learning Disabilities

Handout

Lesson Objective

Describe the history and growth of the field of learning disabilities including the major phases the field's evolution.

Summary

The field of learning disabilities has come a long way, particularly in the last half of the 20th Century. Janet Lerner, in her text, Learning Disabilities: Theories, Diagnosis and Teaching Strategies (1993) divides the evolution of the field into four distinct phases.

The FOUNDATION PHASE (1800 to the 1930). This phase was devoted to basic research exploring the relationship of the functioning of the brain and various types of cognitive and physical abilities. World War I produced many veterans with various types of war related brain-injuries and provided a large pool of subjects to study.

The TRANSITION PHASE (1930-1960). This phase was dominated by the work of a number of well known pioneering scientists from the fields of neurology, psychology and education. The most famous of these individuals included Samuel Orton, who focused on the study of children with severe language and reading disorders and developed clinical teaching approaches that were, and still are, very effective with many children with severe reading disorders.

Click here to learn more about Orton's legacy

Other pioneers included Grace Fernald, William Cruickshank, Marianne Frostig, Alfred Strauss and Laura Lehtinen. The work during these years focused on the diagnosis of brain dysfunction and the development of instructional treatments to minimize the effects of brain dysfunction on the cognitive and behavioral abilities of the child. The term minimal brain dysfunction was coined during this period and a heavy emphasis was placed on diagnosis through "soft signs" (learning and behavior characteristics) as opposed to "hard signs" (brain injury as a clear result of an accident or illness causing brain dysfunction.

THE INTEGRATION PHASE (1960-1980). Since the 1960s the concept of learning disabilities has gradually emerged as an important area of practice and study in education, psychology and neurology. The inclusion of learning disability in the Individuals with Disabilities Education Act (at that time referred to as Public Law 94-142) was a major milestone, particularly in promoting educational and instructional programs which responded to the unique needs of students identified as having learning disabilities. Samuel Kirk is credited with coining the term "Learning Disability" and was instrumental in the establishment of required educational programs in the public schools.

Click here to go to a biography on Samuel Kirk

In recognition of the importance of the new growing area in education and psychology, the federal government funded multiple year research institutes and demonstration centers that focused on learning disabilities.

THE CONTEMPORARY PHASE (1980 - Present). A rapid growth in programs for students with learning disabilities has taken place during the last 20 years. This growth has been stimulated by the large number of students having difficulty in academic performance with few options available to the schools for the provision of instruction designed to meet individual needs. The rapid expansion of the number of students identified as having a learning disability has been aided by (1) the expansion of the age range of students eligible for services, (2) an increased awareness of learning disabilities and (3) the emergence of attention deficit disorders as a related disability, if not a specific type of learning disability. Within the last 10 years a number of longitudinal research studies have demonstrated a significant relationship between brain dysfunction (or variations), cognitive functioning and school performance which has bolstered the integrity and legitimacy of the concept of learning disabilities.

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Course Documents

Current Location: Lessons From History

[Top] : [Unit 1: Foundations of Learning Disabilities] : [History] : Lessons From History

Handout

Objective

Describe the major concepts or "themes" we have been able to cull from what we have learned from reviewing the history of the field of learning disabilities.

Lesson Summary

In their text, Introduction to Learning Disabilities, Hallahan, Kauffman & Lloyd summarize what we have learned from history. They identify 10 characteristics that, through the years, have emerged. These are:

1. Neurological Dysfunction. The assumption that there is a positive link between brain dysfunction and learning disabilities has steadily become stronger as the field has evolved. There is little question, particularly in light of research conducted in the last few years that there is a positive and significant association between variations in brain functioning and reading difficulties. A larger percentage of students identified as having a learning disability in reading demonstrate brain functioning variations than do students who have reading difficulties but do not meet the criteria for identification as having learning disabilities.

Click here to go to the article entitled, Biological Basis For Reading Disability Discovered, at LD OnLine

2. Social Context Phenomenon. Even though the case for a neurological dysfunction cause for learning disability has grown stronger, the demands placed on individuals in our society also play a part in expansion of the field. The academic, work force and social interactions expectations add to the complexities of the concept of learning disabilities.

3. Individuals with learning disabilities are a heterogeneous group. The development of effective instructional and treatment programs have been hampered by the fact that individuals with learning disabilities may have, and do have, very different cognitive strengths and weaknesses. This reality has hampered research efforts that rely on comparison of students identified as having a learning disability with other groups of students.

4. The degree of severity and persuasiveness of a learning disability and the relative need for expensive public services has emerged as a policy issue which has impacted on the extent and types of services offered to students with learning disabilities.

5. Through the years the criteria for the identification of learning disabilities has continued to be the subject of debate.

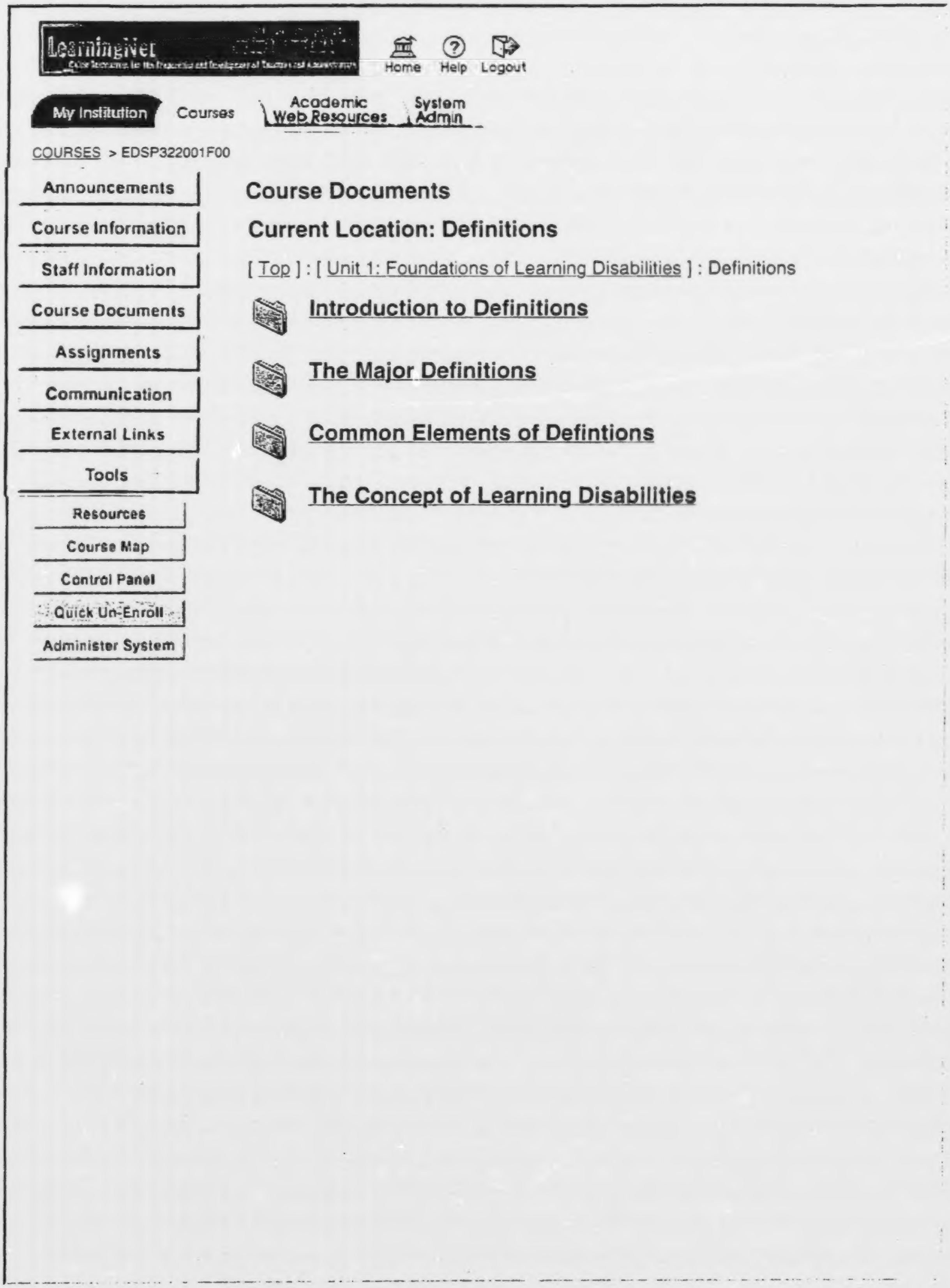
6. Although there is substantial diversity among individuals identified as having learning disabilities, some sub-groups of society (Males, African-Americans) are over represented in the population of students identified as having a learning disability. Because of the sensitivity of the issue, the field has shied away from extensively investigating this phenomenon. Note: In North Carolina there is very little difference between the percentage of African American students enrolled in K-12 schools and the percentage of African American students identified as having a learning disability.

7. An individual who has a learning disabilities may also have other disabilities or can also be gifted. However, a learning disability may not be caused by another disability such as mental retardation.

8. History, including observations of best practices and the results of research, has shown that, students with learning disabilities respond best to instruction that is systematic and explicit.

9. Students with learning disabilities, in general, respond poorly from large group, lock-step, didactic instruction. This observation is what lead to the establishment of resource rooms to enable small group, diagnostic, intense instruction.

10. The education and treatment of learning disabilities has evolved from focusing primarily on school and learning problems to the recognition that the causes of a learning disability will always be with the individual and may persist over the life span.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Introduction to Definitions

The Major Definitions

Common Elements of Defintions

The Concept of Learning Disabilities

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How is a learning disability defined?

Review the following summary of the definition of learning disabilities and visit the related sites to review related information.

Hallahan, Kauffman & Lloyd present several definitions of learning disabilities that have been developed through the years by different agencies or associations. The definitions vary somewhat, primarily around the issue of whether a learning disability is primarily an environmental phenomenon (learning problems caused by poor educational experiences and psychological development) or a nature phenomenon (caused by a neurological dysfunction).

There are several different definitions of learning disabilities adopted by various groups and/or agencies. Hallahan, Kauffman & Lloyd discuss definitions developed by Sam Kirk, Barbara Bateman, Task Forces I and II, the National Advisory Committee on Handicapped Children, the U.S. Office of Education, the National Joint Committee on Learning Disabilities, the Learning Disabilities Association of America, the Interagency Committee on Learning Disabilities, and the Revised Definition of the National Joint Committee on Learning Disabilities.

The two definitions that are used most widely are the those developed by the U.S. Office of Education and the National Joint Committee on Learning Disabilities . Take time to thoroughly acquaint yourself with these two definitions. Review the following slides for a summary of the primary components of the two most widely used definitions.

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Common Elements of Definition

1. Neurological Dysfunction
2. Uneven Ability Pattern
3. Difficulty in Learning
4. Discrepancy Between Potential and Achievement
5. Exclusion of Other Causes

earning Disabilities
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Definitions of Learning Disabilities

A learning disability is NOT due to:

- lack of motivation or effort
- poor teaching
- lack of intelligence
- temporary causes

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The NJCLD Definition

- Heterogeneous group of disorders
- Intrinsic to the individual
- Presumed to be related to a central nervous system disorder
- Significant difficulties in listening, speaking, reading, writing, math, or reasoning
- May occur along with, but not a result of, other handicaps
- May occur throughout the individual's life span.

USOE (Legal) Definition

- Disorder in one or more of the basic psychological processes
- Language abilities potentially affected
- Includes perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasiain learning which may include listening, speaking, reading, writing, spelling, and/or math
- Not due to other causes
- Severe discrepancybetween performance and ability

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More on the Major Definitions

The major definitions of learning disabilities can be found at the LD Online web site. Public school policies and regulations are based on the U.S. Office of Education definition and you should pay particular attention to this definition.

Review the definitions and bookmark the web site to use as a reference to use when you need to have specific information about the various definitions. Note the similarities and differences in the definitions.

Click here to go to LD definitions at LD OnLine.

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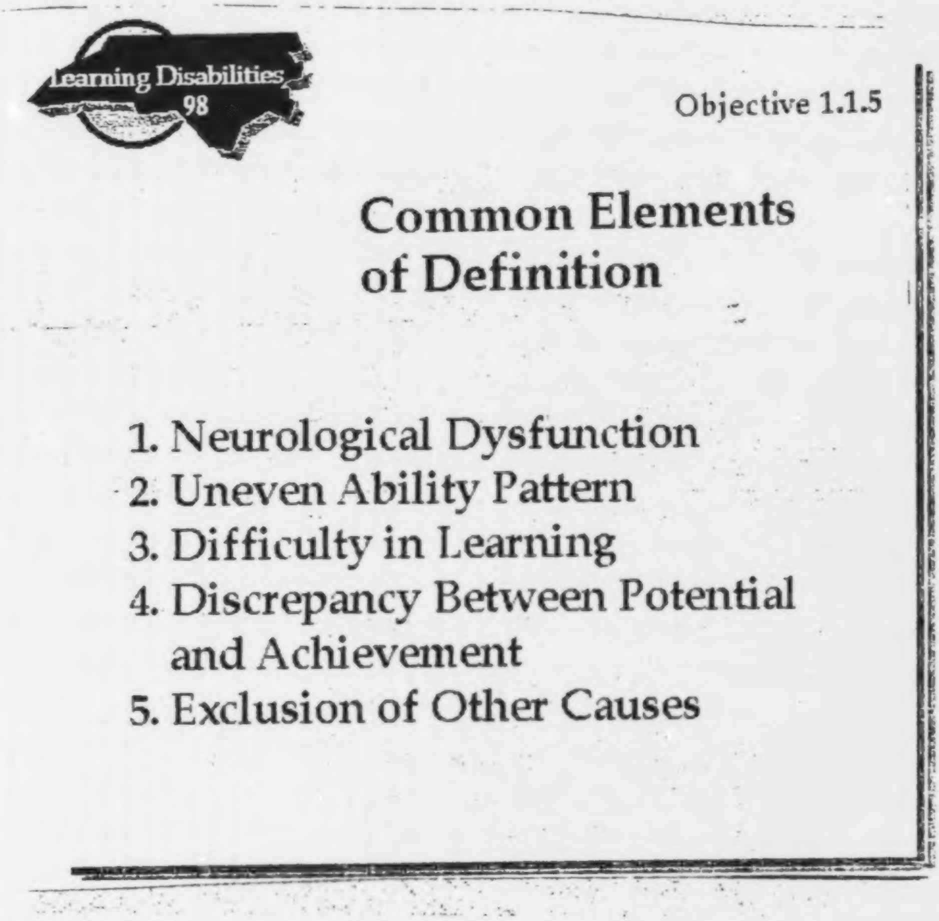
Common Elements of LD Definitions

The common elements of the major and most widely used definitions of learning disabilities are presented in the chart below.



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Objective 1.1.5

Common Elements of Definition

1. Neurological Dysfunction
2. Uneven Ability Pattern
3. Difficulty in Learning
4. Discrepancy Between Potential and Achievement
5. Exclusion of Other Causes

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The Concept of Learning Disabilities

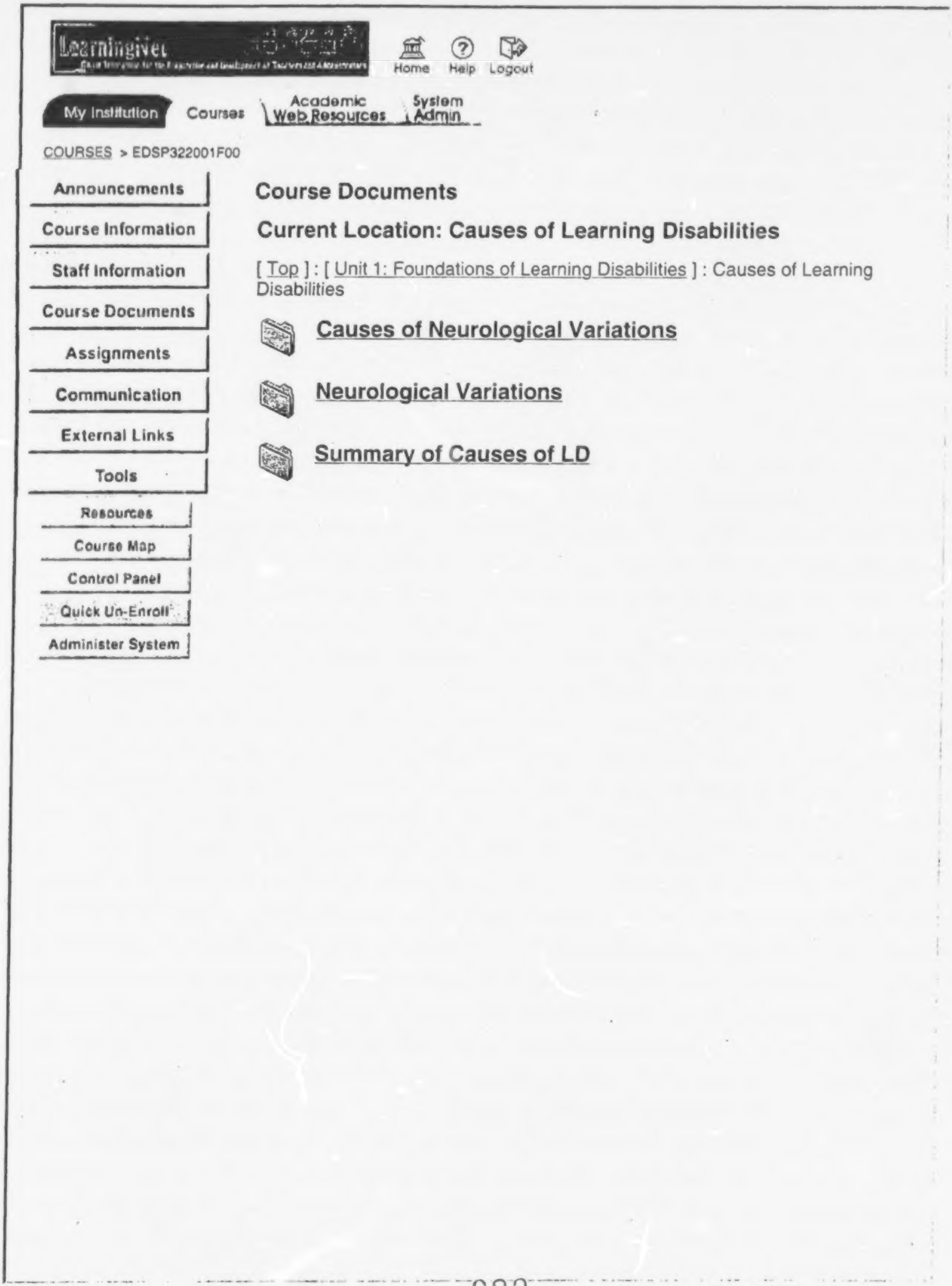
Many school administrators, teachers, and school board members do not grasp the "concept" of learning disability. That is, an understanding that the academic difficulties of a student identified as having a learning disability, if identified correctly, are not occurring because she or he is dumb unmotivated, or lazy--but they are occurring because of an intrinsic, central nervous system variation or dysfunction. When you hear comments about fairness from a teacher or administrator it usually means that they either do not accept learning disabilities as defined, or they do not have a good understanding of learning disabilities. Click on the link above for an example.

Remember, an important prerequisite for providing effective services for students with learning disabilities is understanding what having a learning disabilities does not mean.

Below you will find a link to an informative web site. The Hello Friend/Ennis William Cosby Foundation was established to celebrate the life and fulfill the goals and dreams of Ennis William Cosby. His common greeting to friends, old and new, inspired the name of the Foundation. The web site is dedicated to helping you learn about Ennis, about the foundation established in his memory, and about learning and learning differences. This site is helpful in developing a broad understanding of what a learning disability is, what it is not, and the variety of ways a learning disability is defined.

HELLO FRIEND

Remember, an important prerequisite for providing effective services for students with learning disabilities is understanding what having a learning disabilities does not mean.



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Causes of Neurological Variations

Neurological Variations

Summary of Causes of LD

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Causes of Learning Disabilities

Causes of Neurological Variations

What causes an individual to have a neurological variation or dysfunction that may result in a learning disability? This page summarizes the major possible causes and provides links to other resources with more in depth information. Also, your text provides an excellent review of these causes.

Teratogenic Factors

Substances, chemicals, or agents that can cause abnormalities in neurological development, particularly during the development of the fetus, are referred to as teratogens. Three of the more common of these discussed in your text are alcohol, cocaine, and lead (Hallahan, Kauffman, & Lloyd, 1998).

Fetal Alcohol Syndrome

There is a continuum of the severity of impact on the development of the neurological system resulting from excessive drinking of alcohol products during pregnancy. Mental retardation, brain damage and/or hyperactivity may occur as a result of the consumption of large, continuous amounts of alcohol. Hyperactivity and/or attention difficulties have been associated with more moderate consumption levels of alcohol during pregnancy.

Click here to review information about Fetal Alcohol Syndrome.

Cocaine Use

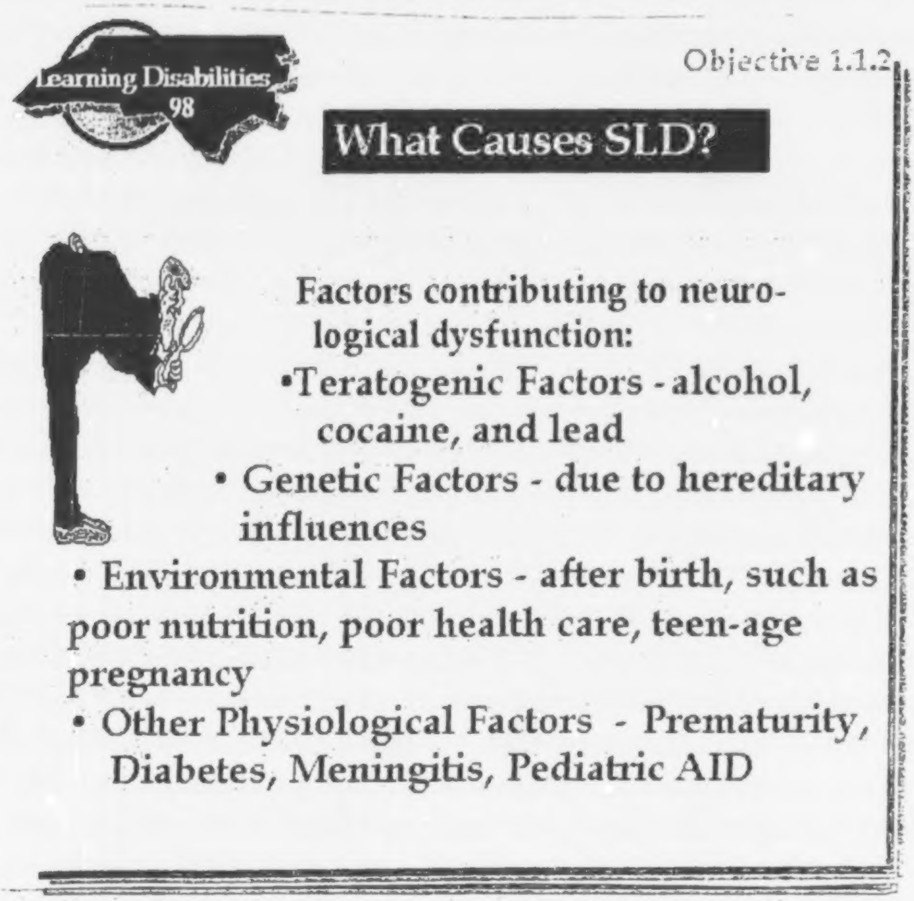
Although more research is needed on this subject, there is some evidence that the use of cocaine during pregnancy can also lead to a higher level of risk of learning disabilities.

Lead Consumption

Exposure to sources of lead during pregnancy may also contribute to neurological development problems which eventually forms the basis of a learning disability in school. Although lead-based paint is no longer manufactured, other sources of exposure to lead during pregnancy may also cause neurological development problems.

Genetics

Hereditary can also be the primary cause of the neurological variations that are the basis for a learning disability. Studies of the heritability of reading disabilities using twins and non-twins support the conclusion that genetics plays a major role in learning disabilities. Recent studies have concentrated on the identification of the specific genes involved in causing learning (reading) disabilities.



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Objective 1.1.2

What Causes SLD?

Factors contributing to neurological dysfunction:

- Teratogenic Factors - alcohol, cocaine, and lead
- Genetic Factors - due to hereditary influences
- Environmental Factors - after birth, such as poor nutrition, poor health care, teen-age pregnancy
- Other Physiological Factors - Prematurity, Diabetes, Meningitis, Pediatric AID

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Summary of Causes of Learning Disabilities

After studying the history of the field of learning disabilities and the definition, it should be clear that the primary premise in the field is that learning disabilities are manifested as a result of a central nervous system or neurological dysfunction or variation. Through the years the field, particularly, the education professionals, has been reluctant to accept the assumption of neurological cause. The evidence supporting this assumption was weak and neurological involvement was usually diagnosed though the observation of "soft signs" Education and instructional design theory have a strong base in Behavioral Theory which supported the belief that learning disabilities have an environmental base and were caused by poor teaching and a lack of motivation and interest to learn.

The acceptance of the neurological causes as the basis for learning disabilities has steadily increased over the last two decades. This change in attitude has come about due to the improvement in the methods used to study neurological activity concurrently with cognitive (or academic) tasks. With new diagnostic tools including CAT-scans, MRIs and PET-scans available for use in controlled studies, researchers have been able to link reading disabilities, which comprise about 80% of students identified as having a learning disability, with specific neurological differences.

Click here to go to the article entitled, Biological Basis For Reading Disability Discovered, at LD OnLine.

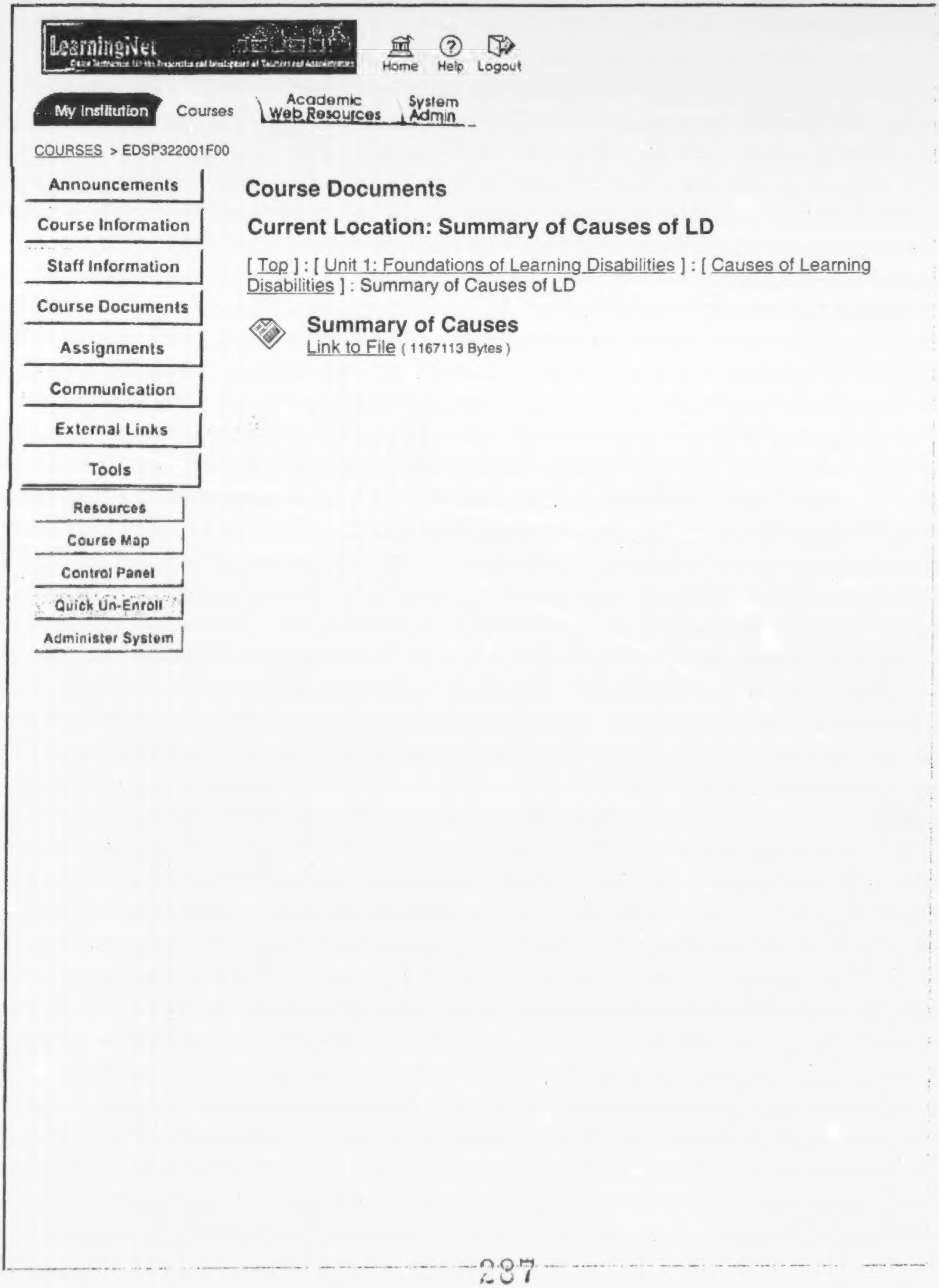
Other reasons for the change of attitude has grown out of our educational and school experiences and observations. Significant numbers of students continued to have serious learning difficulties which could not be contributed to environmental history, attitude, or motivation.

Neurological Dysfunction or Neurological Variation

One of the negative "side effects" of using terms which can convey a negative message, such as disability, handicap, dysfunction, and disorder, is the potential negative impact of the term, or terms, the individual, the individual's family, and the professionals who work with the individual and his or her family. This message can have a negative impact on the individual's self concept as well as the efforts of the professionals and family to accommodate and or remediate the effects of the dysfunction. For this reason and other reasons, many professionals will use the term neurological variation instead of neurological dysfunction or disorder. The term neurological variation does have creditability within the medical profession because all of us have some differences in neurological functioning but those differences do not necessarily become associated with variations in cognitive abilities leading to academic and/or behavioral difficulties.

Even though there is general agreement that learning disabilities are caused by neurological variations or dysfunction, there are different causes contributing to the neurological differences.

The next topic will summarize each of these types of causes more specifically.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Summary of Causes
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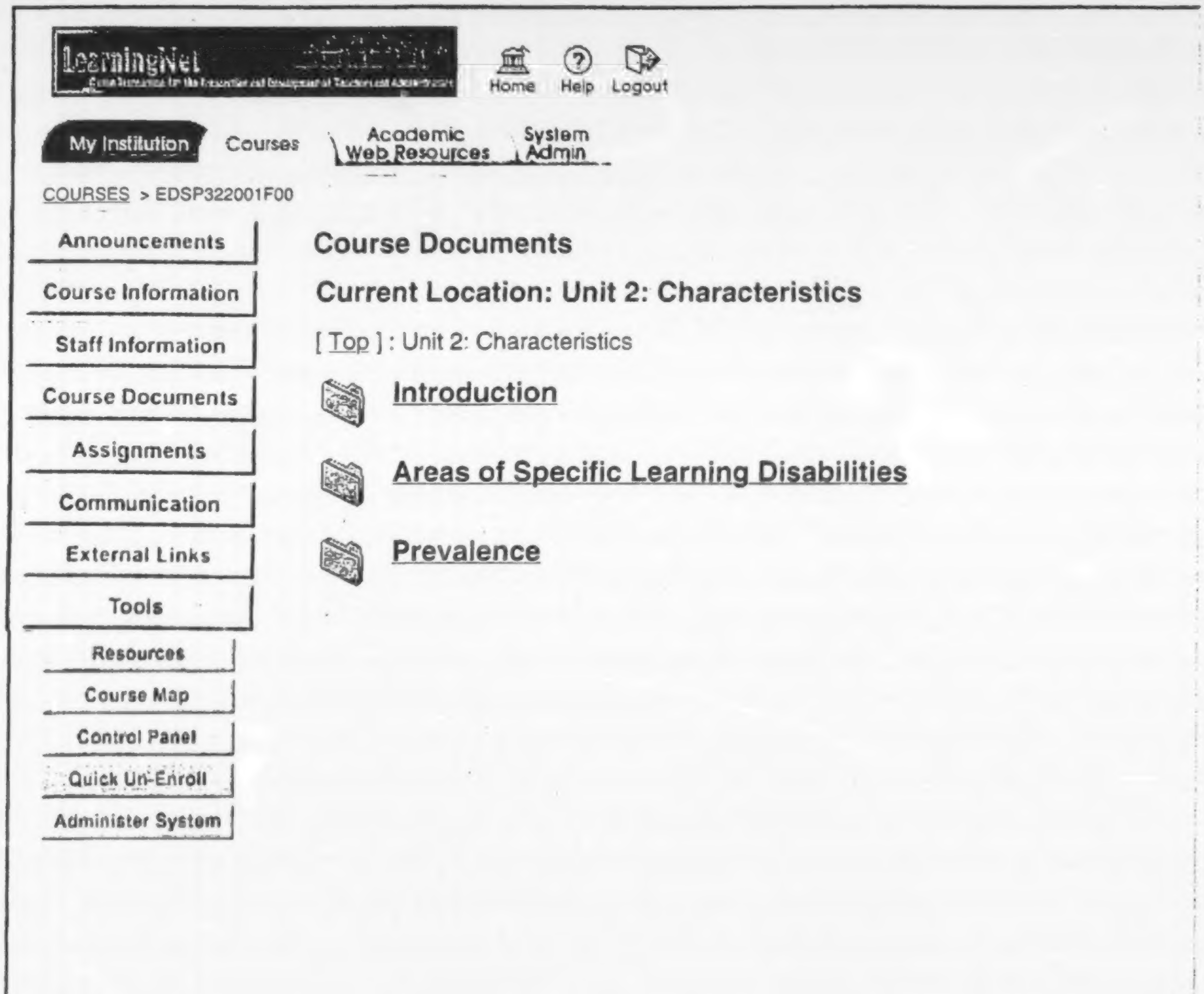
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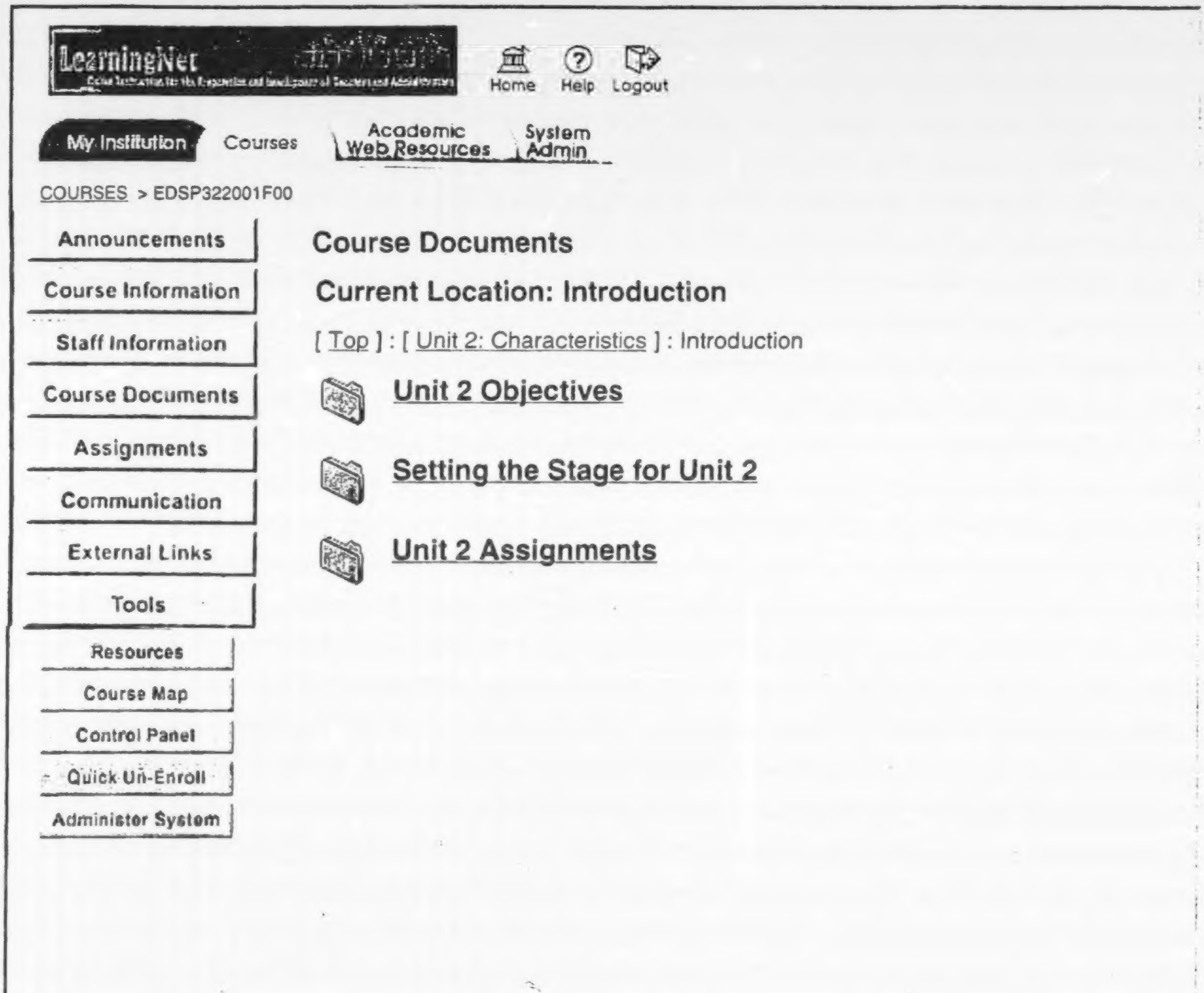
Introduction

Areas of Specific Learning Disabilities

Prevalence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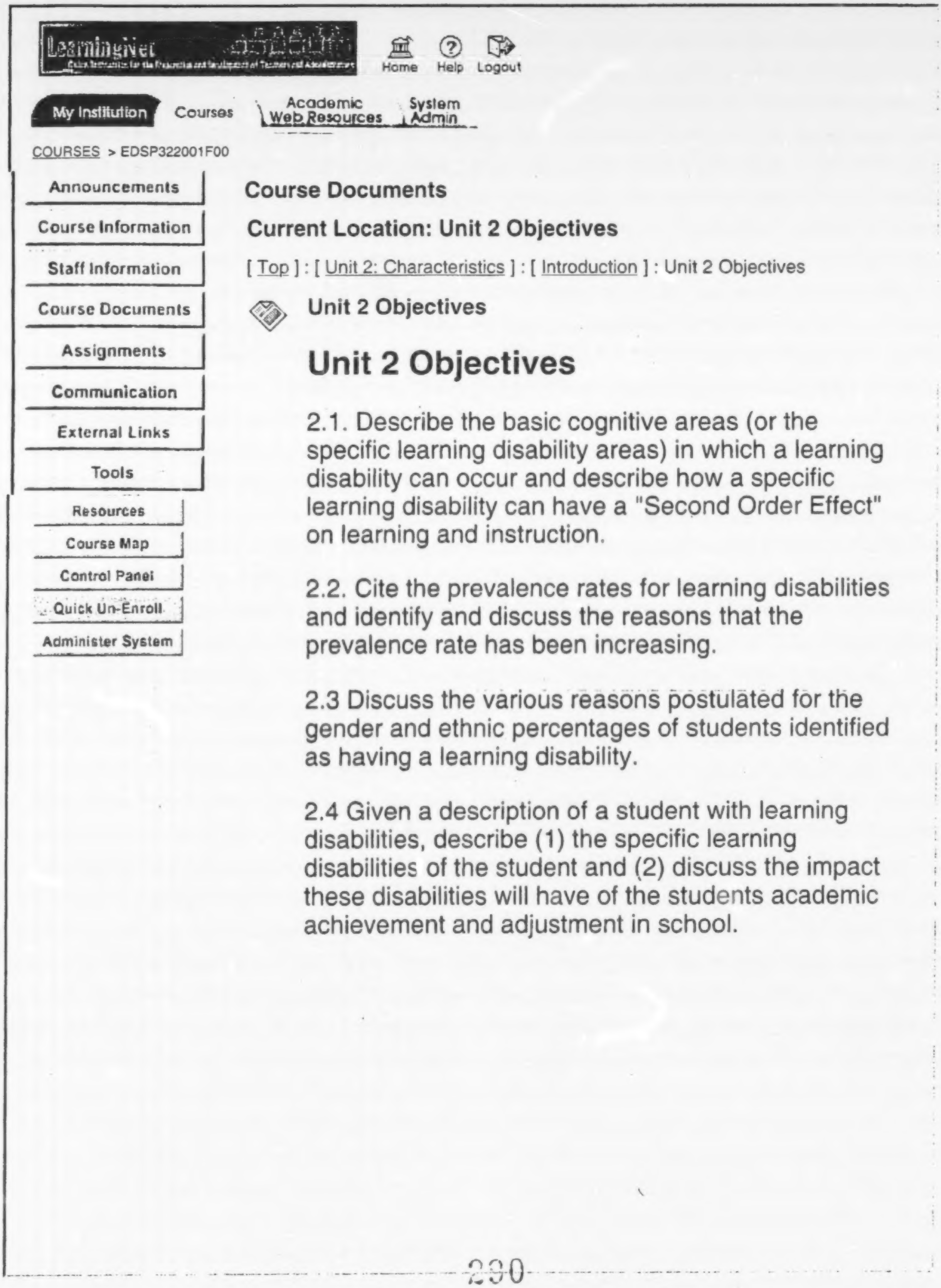
- **Unit 2 Objectives**
- **Setting the Stage for Unit 2**
- **Unit 2 Assignments**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Unit 2 Objectives

Unit 2 Objectives

2.1. Describe the basic cognitive areas (or the specific learning disability areas) in which a learning disability can occur and describe how a specific learning disability can have a "Second Order Effect" on learning and instruction.

2.2. Cite the prevalence rates for learning disabilities and identify and discuss the reasons that the prevalence rate has been increasing.

2.3 Discuss the various reasons postulated for the gender and ethnic percentages of students identified as having a learning disability.

2.4 Given a description of a student with learning disabilities, describe (1) the specific learning disabilities of the student and (2) discuss the impact these disabilities will have of the students academic achievement and adjustment in school.

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Current Location: Setting the Stage for Unit 2

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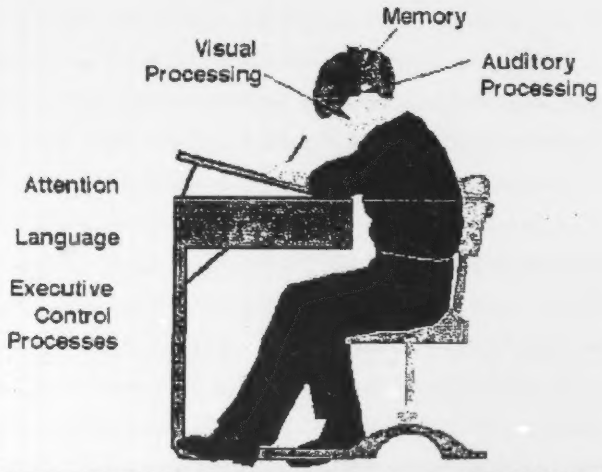
Setting the Stage for Unit 2

Unit 2 addresses the characteristics of learners classified as having a learning disability. An effective teacher of students with specific learning disabilities should have a solid understanding of the cognitive processing abilities in which a learning disability can be manifested. For the purposes of the this course, we will focus on the cognitive functioning areas of ATTENTION, MEMORY, LANGUAGE, AUDITORY PROCESSING, VISUAL PROCESSING, AND EXECUTIVE CONTROL. The chart below provides a conceptual representation of how these various cognitive functioning areas interact during the learning process.

The Hallahan, Kauffman & Lloyd text addresses the cognitive areas of memory, attention and executive control (metacognitive functioning) specifically. Language processing is addressed in their chapters on reading problems, writing problems, and spoken language problems. Areas of visual processing and auditory processing are not addressed directly. Many specialists in cognition see auditory processing and visual processing as sub categories of language processing. The most recent literature on understanding learning disabilities, however, addresses all six of these areas with auditory processing frequently treated as a sub area of language.


Memory
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Attention
Language
Executive Control Processes

Cognitive Abilities Which Influence Learning

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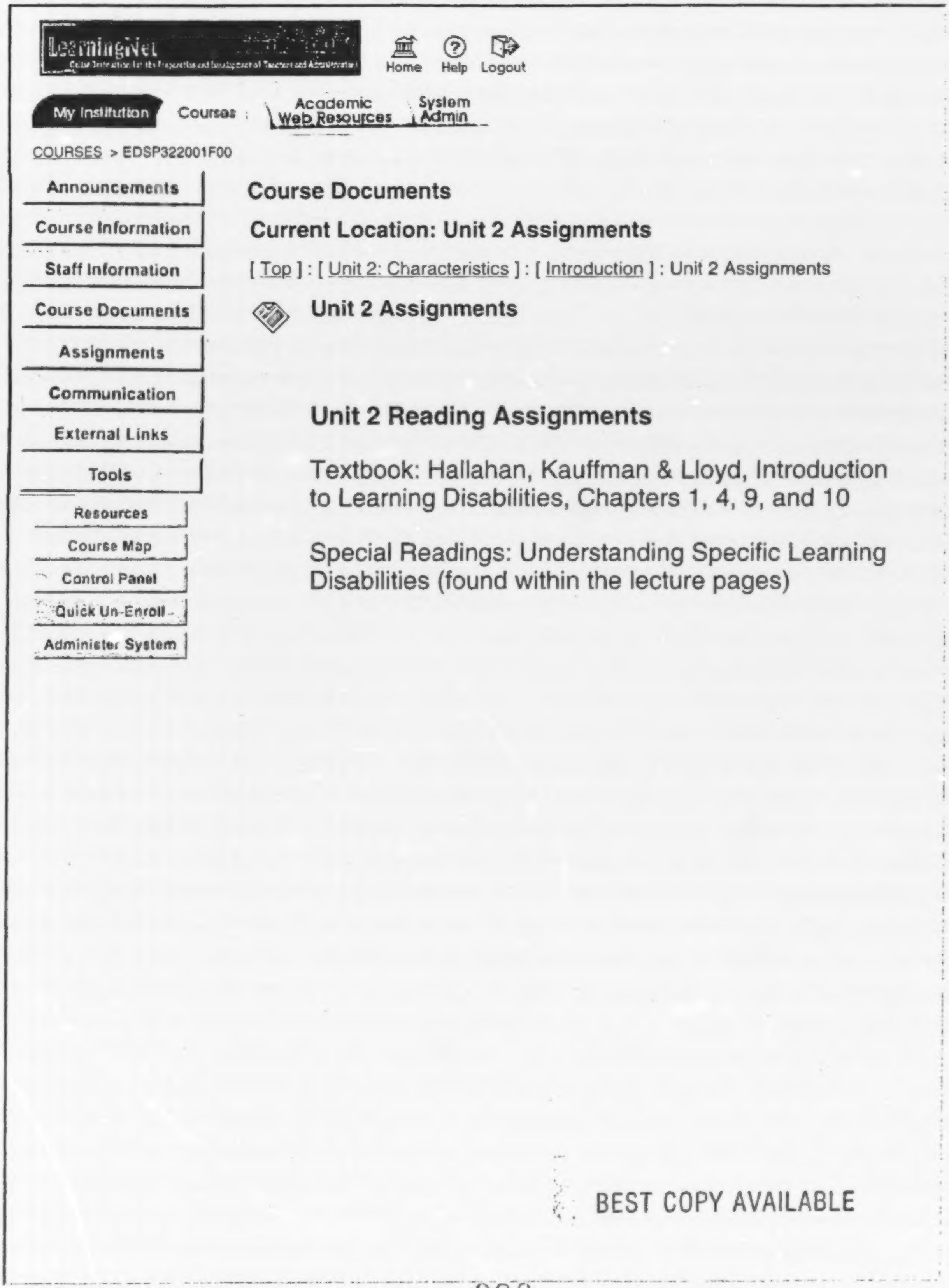
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Unit 2 Assignments

Unit 2 Reading Assignments

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapters 1, 4, 9, and 10

Special Readings: Understanding Specific Learning Disabilities (found within the lecture pages)

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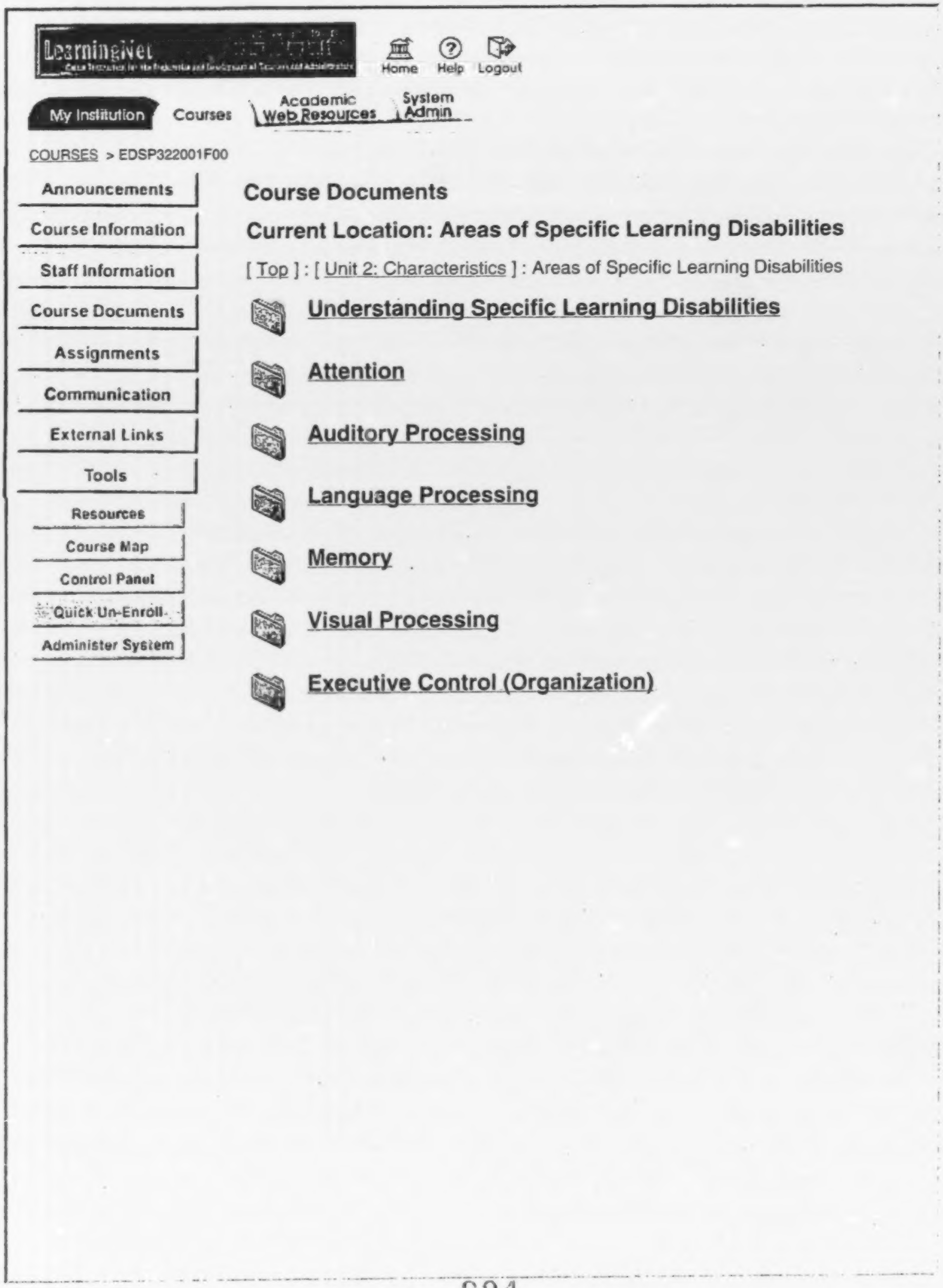
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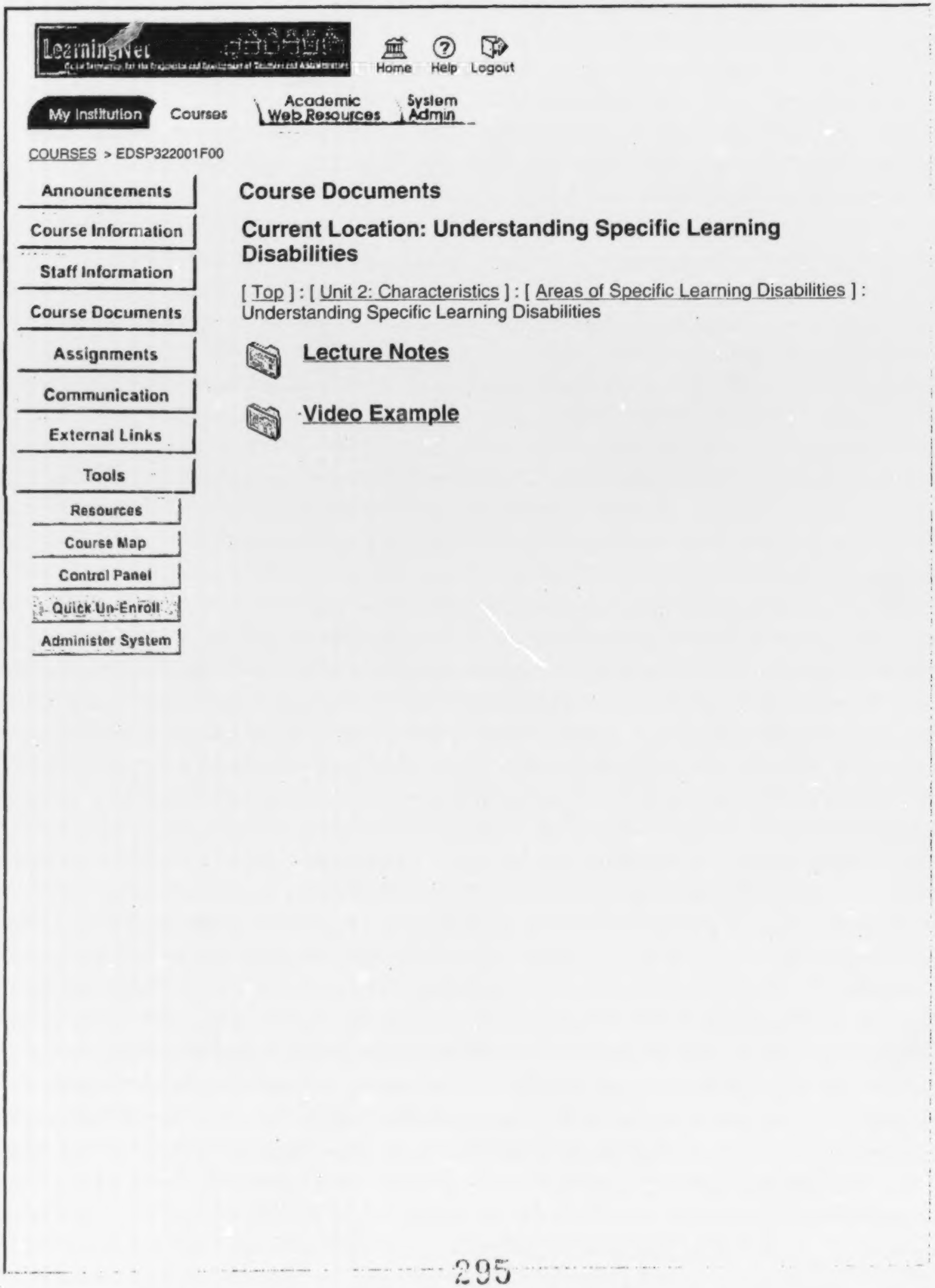
- Understanding Specific Learning Disabilities
- Attention
- Auditory Processing
- Language Processing
- Memory
- Visual Processing
- Executive Control (Organization)



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Lecture Notes

Understanding Specific Learning Disabilities

This unit includes information about the characteristics of students with specific learning disabilities. The information provided will help you understand the unique learning problems encountered by students with identified learning problems.

How can a medical/neurological orientation toward the diagnosis and treatment of specific learning disabilities assist teachers in making instructional decisions in classrooms?

A diagnosis of specific learning disability implies that the underlying cause of the students academic problems is related to a neurological dysfunction (some experts refer to this as a neurological variation). That is, the student has a cognitive dysfunction that is severe enough to be creating a barrier to performance up to potential. One of the biggest shortcomings of our current efforts in providing instructional services for students identified as having specific learning disabilities is that many teachers are unaware of the specific cognitive disabilities that are at the root of the student's academic problems.

Is the root of the academic problem due to a severe attention disability, a memory disability, an auditory or visual processing disability, an executive control problem, or a more global language disorder? Frequently an SLD student will have a combination of specific cognitive disabilities--although one cognitive disability may stand out as the primary cause of the student's difficulties with learning. Without a good understanding of a SLD student's basic cognitive deficits AND STRENGTHS, the classroom teacher will not have the information needed to make appropriate decisions about instructional methods and modifications to use with a particular student. Without good diagnostic information, instructional decisions will focus on academic content and remediation techniques without consideration of the use of compensatory methods, such as memory assistance techniques, attention focusing techniques, or the development of metacognitive or learning skills. Students with difficulty in executive control do not effectively use the information available to them to approach and solve specific tasks. They may display a lack of logical reasoning, attend to extraneous details, and/or use an inflexible style of problem solving. With this information a teacher can use metacognitive learning strategies designed to address the specific organizational problems.

A student with a visual processing disability may have difficulty sorting out what they need to copy off the chalkboard resulting in poor and in complete notes to use to study with later. When you move your visual attention back and forth from chalkboard to paper frequently it is easy to loose track of where you are in the task and the total task is going to take much longer.

Teachers of students with specific learning disabilities must have an arsenal of various instructional procedures and techniques that can be clinically matched with the each individual's students unique pattern of learning strengths and deficits. Without a basic understanding of a SLD student's intrinsic neurological makeup and the impact on specific cognitive abilities the teacher is relegated to a trail and error process of arriving at the most efficacious instructional methods

General Characteristics of Students with Learning Disabilities

This information will help you think about what to look for during informal classroom assessments to determine the individual strengths and needs of a student. A good understanding of a student's cognitive strengths and needs is an essential prerequisite for planning and implementation instructional accommodations and modifications.

As you study these characteristics, it is important to understand, and remember, that no one student with specific learning disabilities will manifest ALL of the behavior and learning characteristics presented here.

Further, some students with learning disabilities will display only a few of these characteristics.

Link to web site with forms download

The link above takes you to the Special Needs, Special Teaching web site where you will find, at the bottom of the page, a list of observation forms which you can download to your desktop for your own use. Click on the ***Learning Characteristics Form*** and follow the directions to download the form. Notice that the checklist includes social, personal, and cognitive characteristics. You may also want to see a video example of how to use this form. You will find the example in the folder in this unit entitled ***Video Example - Learner Characteristics.***

Important Points

- Most students with learning disabilities have average or above-average intelligence, but many can't quite master the skills needed for reading, writing, spelling, and math.
- Most do well in a few subjects, but have significant problems with other subjects.
- Most are not achieving as well as their mental ability (IQ) predicts they should and their school performance tends to be inconsistent.
- Some appear to have trouble understanding directions

Specific Cognitive Disability Areas

Have you had a student with an identified learning disability in your classroom but didn't know the nature of the student's specific learning disability? This often is the case. Information about the specific disability (or disabilities) frequently is not provided for the classroom teacher.

Remember, Federal law defines a specific learning disability as:

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Students with learning disabilities may have problems in one or more of the following "cognitive functioning" areas associated with the ability to process information.

Attention

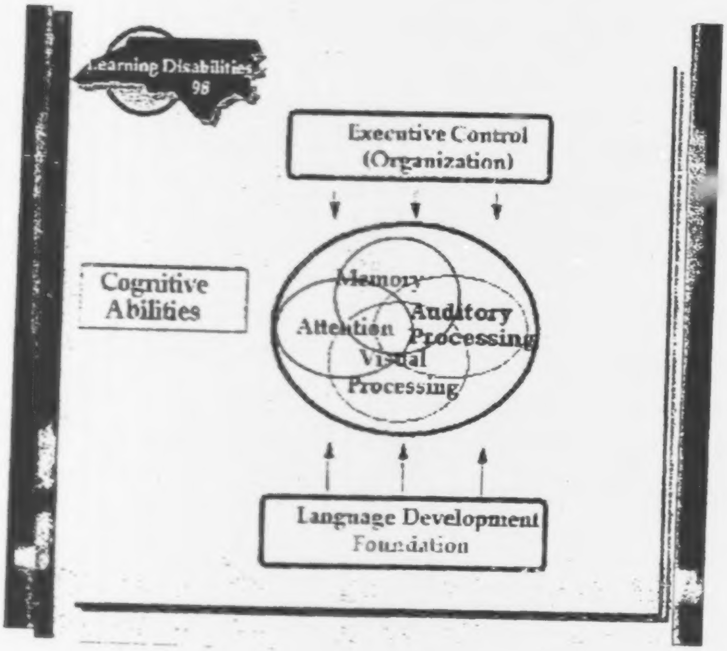
Visual Processing

Memory

Auditory Processing

Language Disorders

Executive Control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Executive Control (Organization)
Cognitive Abilities
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Attention
Auditory Processing
Visual Processing
Language Development Foundation

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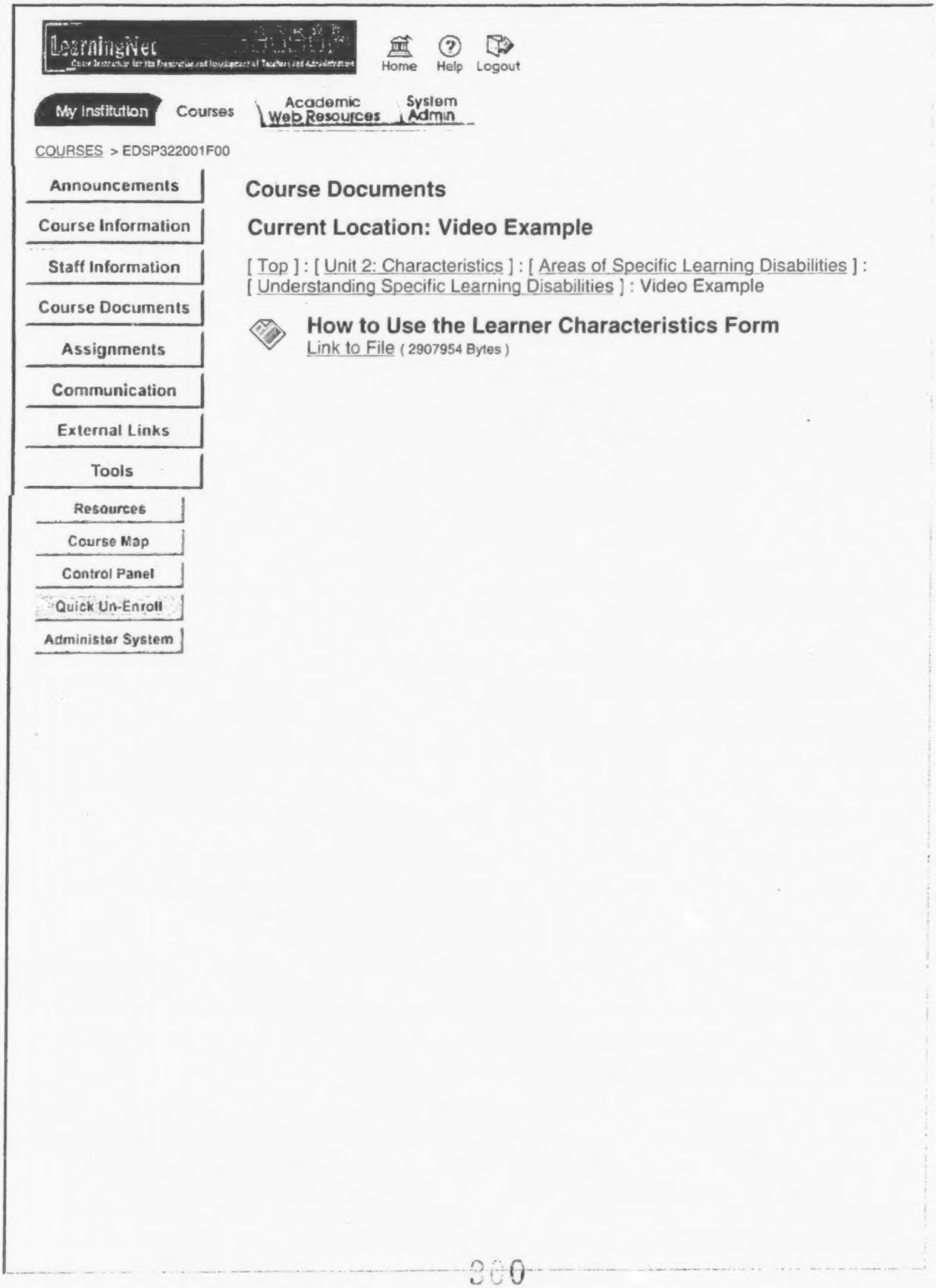
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How to Use the Learner Characteristics Form
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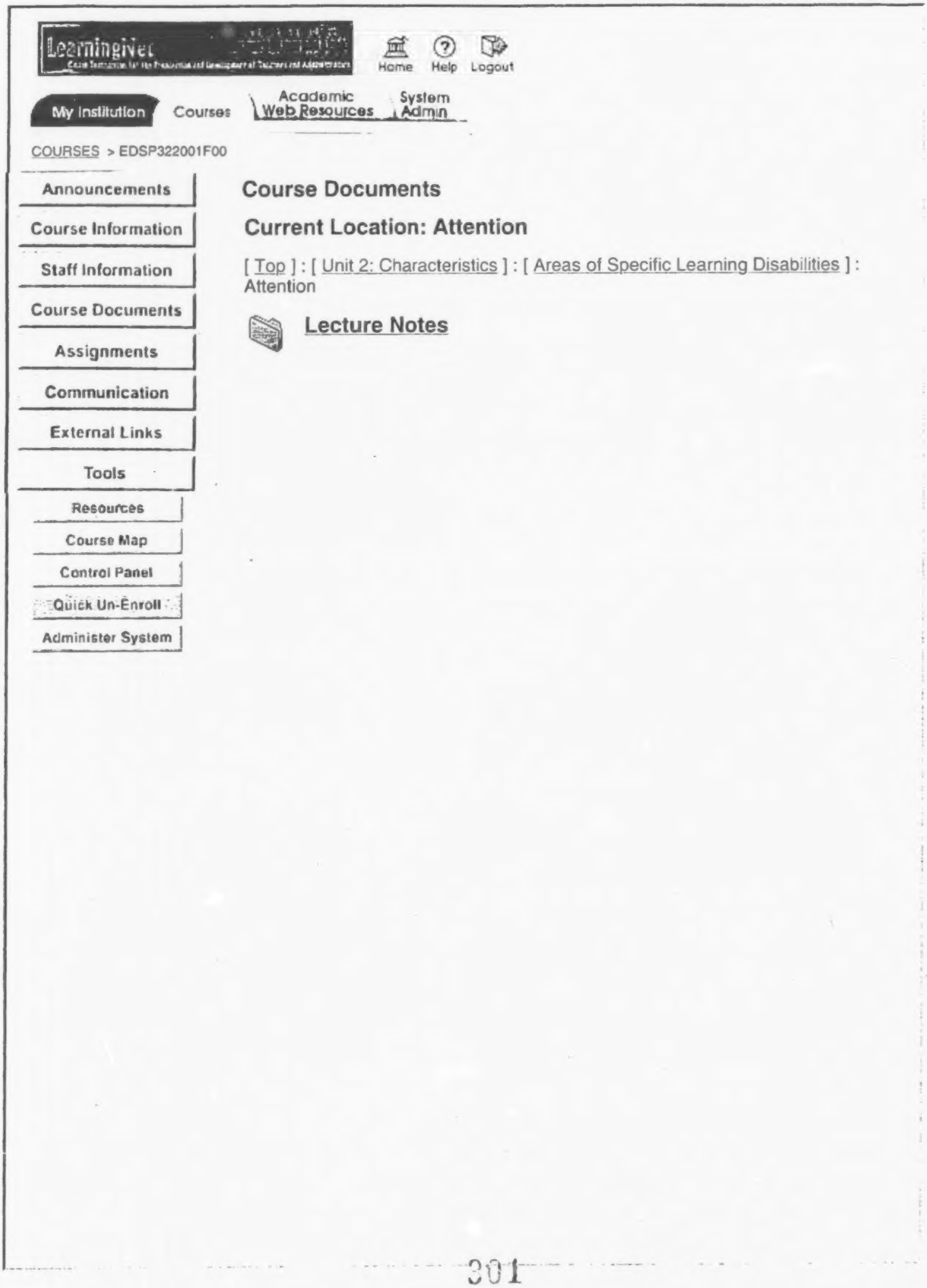

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Current Location: Attention

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Lecture Notes

Course Documents

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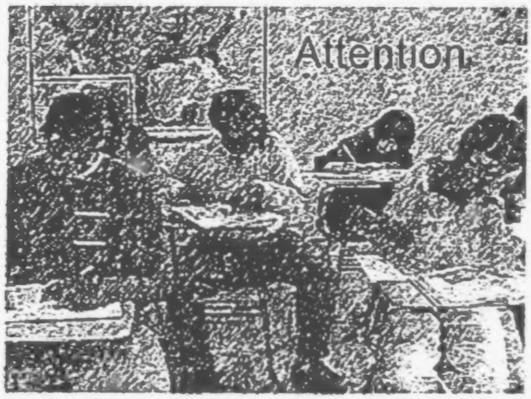
Lecture Notes: Attention

Attention



Attention refers to mental concentration on an object, a task, or a thought. Attention is the ability to select specific information from a complex set of diverse information by narrowing the range of stimuli. An attention problem may be the primary cognitive disability of many students identified with SLD.

Some theorists treat Attention Deficit Disorders as a sub-type of Specific Learning Disabilities. Others see attention deficits as a separate disorder from a learning disability. In schools, attention can be seen as a learning disability if the student meets the criteria to be officially identified as having a learning disability.

What is Attention and an Attention Disability?

Attention is the concentration of the mind on an object, task or thought. Attention is the ability to preferentially select specifically related information from a complex set of diverse information by clarifying the receptivity and narrowing the range of stimuli. An attention disability, frequently referred to as an Attention Deficit Disorder, is a serious inability to attend to appropriate or pertinent stimuli in order to learn and acquire knowledge. An attention

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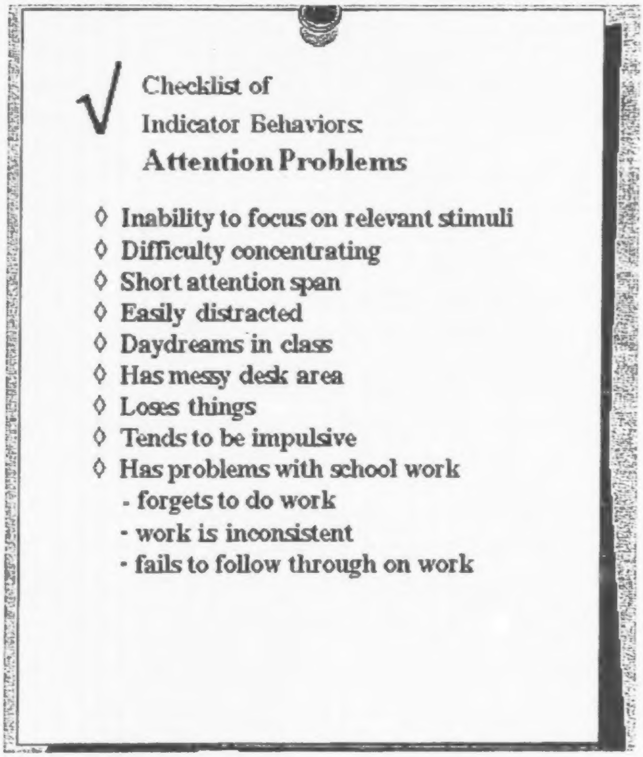
problem is frequently the primary cognitive disability of many students identified as having a Specific Learning Disability. Some theorists treat Attention Deficit Disorders as a sub-type of Specific Learning Disabilities. Others see attention deficits as a separate disorder from a learning disability. In schools, attention deficit can be seen as a learning disability if the student meets the criteria to be officially identified as having a learning disability. Many students with attention disorders, however, do not meet the criteria for eligibility for learning disability services. These students are eligible for services under Section 504 of the Vocational Rehabilitation Act.

The chart below lists some of the behaviors which are frequently associated with attention problems.



√ Checklist of
Indicator Behaviors:
Attention Problems

- ◊ Inability to focus on relevant stimuli
- ◊ Difficulty concentrating
- ◊ Short attention span
- ◊ Easily distracted
- ◊ Daydreams in class
- ◊ Has messy desk area
- ◊ Loses things
- ◊ Tends to be impulsive
- ◊ Has problems with school work
  - forgets to do work
  - work is inconsistent
  - fails to follow through on work

What Other Terms are Used to Refer to an Attention Disability?

Attention Deficit, ADD, ADHD, Attention Problems, Distractibility

What are the Sub-Types of Attention?

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Selective Attention

Students lacking selective attention may attend to a variety of activities going on in the classroom but not on the task to be learned. The lack of selective attention can occur with either visual information (reading or chalkboard notes) ore auditory (lecture or discussion) . As the teacher is writing notes on the chalkboard the student focuses on what the teacher is wearing, or the style of handwriting rather than what is being written. Or, the teacher is lecturing and students are taking notes, another student sneezes and the student with a selective attention problem may spend the next two minutes thinking about the student who sneezed and misses what the teacher is saying. Another example is a student reading an assignment and a specific detail in the reading distracts his attention away from the understanding main idea of the passage. The details seems to merit as much concentration as the main idea or general points.

Sustained Attention

Sustained attention means attending over a period of time. When an academic assignment or task is given that calls for the student to work on the task and think about the components of the task for a period of time, the student with a sustained attention problem will have difficulties. A person has to process the big picture, figure out what to do, and then do it. Many times students with a sustained attention problem can not stay with the thought or task long enough to complete the task.

On a broader level, individuals that have difficulty sustaining attention have trouble keeping up with life. They attend too much to one thing, thereby, neglecting other important aspects of their life. In school, this may describe the child who does not see his class leave the library, even after his teacher reminded him that the class was leaving.

Arousal and Alertness

Some attention problems are associated with a general lack of alertness in academic situations. These individuals are often described as "lethargic" with a general lack of energy or drowsiness. Indeed, this type of attention problem may occur simultaneously with other physical conditions, such as asthma, allergies, or other health impairing conditions. Although the individual may get plenty of sleep, he may have a tendency to fall asleep during class.

Students with an arousal or alertness problem can not sustain attention for long periods of time. They fade in and out. This can lead to problems in school because they may attend to a lecture or assignment for a few minutes and then they fade out. If a lecture is going on, they miss that part of the lecture. As students get older the attention problem may cause greater problems because secondary school students are often asked to concentrate on one topic or task for an extended period of time. If a student can not concentrate on a thought, fact or concept, he or she will have difficulty committing it memory and using the information in a functional manner.

Reflection Questions

What are some additional examples of students with attention problems?

How do the three "subtypes" of attention problems differ from each other?

Why is it important to identify the specific attention problems of a student?

References for the Topic of Attention Deficits

The references below were used as a basis for the definitions and discussion above and are recommended for a more extensive review of the topic of Attention Deficits.

Bryan, Tanis H., Bryan, James H.(1986) Understanding Learning Disabilities. Mayfield Pub. CA.

Chalfant; Van Reusen, Anthony. Unique Educational Needs of Learners with Specific Learning Disabilities, in Addressing Unique Educational Needs of Individuals with Disabilities, Disability Research Systems, Lansing, MI.

Smith, Jill; Diller, Howard. (1991) Learning Disabilities :What to Do After Diagnosis. A Survival Guide. Volume I K-3. Apodixis Press, Texas. 1991.

Levine, Mel (1994) Educational Care: A System for Understanding and Helping Children with

Learning Problems at Home and in School. Educators Pub.. Service, Inc. MA.

Wong, Bernice. (1991). Learning About Learning Disabilities. Academic Press, Inc. New York.

Summary

Three subtypes of attention deficits are:

Selective Attention

Sustained Attention

Arousal and Alertness

Once you have observed a student in your classroom and have determined how the attention problem is impacting on specific learning situations, you should be able to select or develop accommodations to use in the regular classroom setting to maximize understanding and mastery of the content expectations for the class.

Here is a link to a list of suggested classroom accommodations. Click on Attention to review the accommodations and modifications for students who are having difficulties with attention.

Review the list now.

For additional information and resources visit the LD Online and CHADD web sites. There is a wealth of information at these sites on ADD and ADHD.

Click here to visit the LD Online web page highlighting ADD/ADHD information.

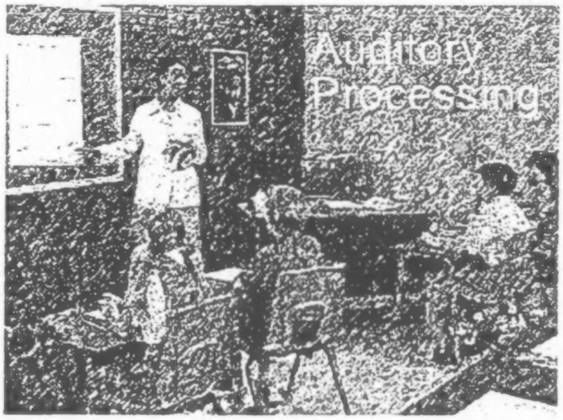
Click here to visit the CHADD Web Stie.

Course Documents

Current Location: Auditory Processing

[Top] : [Unit 2: Characteristics] : [Areas of Specific Learning Disabilities] : Auditory Processing

Lecture Notes



Auditory Processing, as it relates to instruction and school learning, can be defined in general terms as the meaningful perception and processing of the sounds of language.

Some students have difficulty processing multiple auditory stimuli perceived simultaneously. Hence, when teachers give multiple directions, the student with an auditory processing disability may fail to understand the message.

WHAT IS AUDITORY PROCESSING?

Auditory Processing, as it relates to instruction and school learning, can be defined in general terms as the meaningful perception and processing of the sounds of language. Auditory processing ability is essential to developing a functional use of phonological information, which is extremely important in developing reading decoding skills. Approximately 80% of students identified as having specific learning disabilities demonstrate difficulties in the the basic skill areas of reading and/or writing. Many of these difficulties are caused by auditory processing deficits, particularly in the area of phonological awareness (Torgesen and Morgan, 1990). Phonological processing is defined as the appropriate awareness of the sounds of phonemes and the ability to structure these sounds into meaningful language. Phonological awareness can be grouped into two broad categories: phonological analysis and phonological synthesis.

WHAT TERMS ARE USED TO REFER TO AN AUDITORY PROCESSING DIFFICULTIES?

Phonological Processing Disability, Auditory Discrimination Disability, Auditory Reception Disability, and Phonological Awareness Problems are all terms frequently used which are associated with auditory processing disabilities.

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WHAT ARE THE SUB-TYPES OF AUDITORY PROCESSING?

AUDITORY DISCRIMINATION

Auditory Discrimination refers to the ability to distinguish between similar, but different, sounds. A student with an auditory discrimination problem may have trouble hearing the differences between phonemes. A b sounds like a p, or a t sounds like d. A lack of auditory discrimination ability can contribute to reading problems.

AUDITORY PERCEPTUAL SPEED

Some students with specific learning disabilities process auditory stimuli at a slower rate than other students. This can be a problem in school learning because of the extensive amount of information presented orally. The student with an auditory perceptual speed problem may be continuing to process something that was mentioned a few seconds ago, or even a minute ago, thereby, missing the current information being presented.

PHONOLOGICAL ANALYSIS

This term refers to the student's ability to identify individual phonemes, the sound units in the English language which form words. A student looks at a word and identifies the individual sounds or phonemes in the word. (i.e., BAT = b ah t.)

PHONOLOGICAL SYNTHESIS

Phonological Synthesis. Phonological synthesis is the reverse of phonological analysis -- combining or blending individual sounds of language to identify words. A student demonstrating this skill can accurately sound out and pronounce a word which he or she has never seen before, assuming that the word does not have an irregular spelling. (b ah t = BAT)

AUDITORY ATTENTION

This cognitive skill requires both attention to what is being heard and the ability to string and process the incoming auditory information into meaningful information. A student with an auditory attention problem may have trouble attending to someone who is talking or lecturing. After a short time attending to what is being said, the student may start thinking about something else or his attention may shift to other auditory stimuli. An auditory attention disability will interfere with orally-presented instruction, such as lecturing, or participation in discussions. Also, a lack of auditory attention ability can interfere with relationships. If Jane is talking to Dwayne and it is clear that Dwayne has stopped listening, Jane may become angry or hurt. Dwayne, on the other hand, may not be aware that he is no longer listening.

RELECTION QUESTIONS

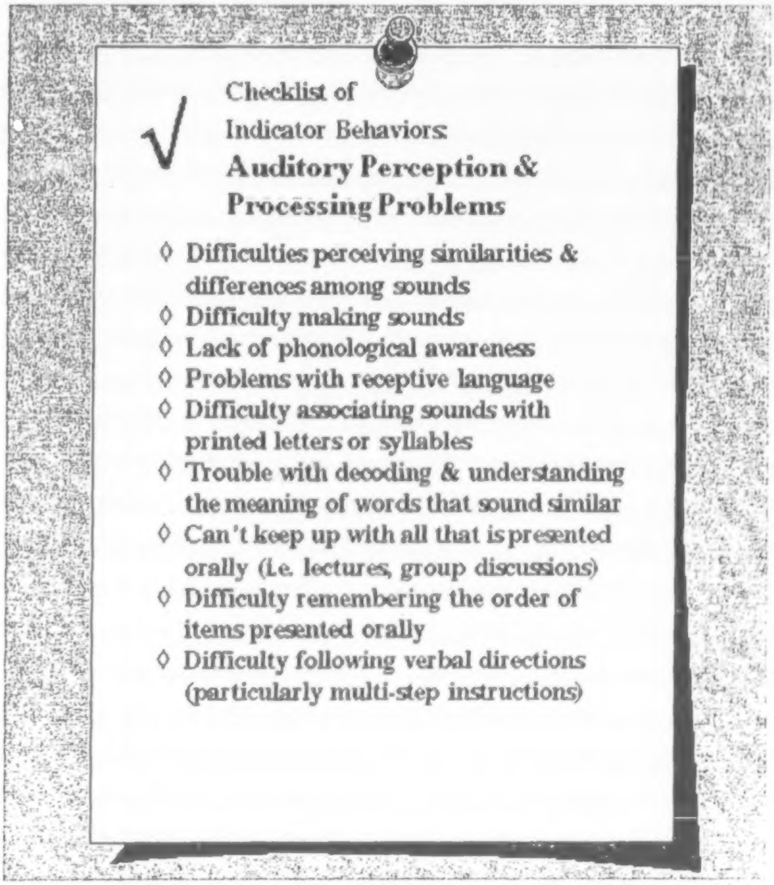
What are some additional examples of students with auditory processing difficulties?
How do the "sub-types" of auditory processing abilities differ from each other?
Why is it important to identify the specific auditory processing problems of a student identified as having specific learning disabilities?

REFERENCES FOR THE STUDY OF AUDITORY PROCESSING DEFICITS

The references below were used to provide the background and rationale for the information presented above and are recommended for your reading to develop a more extensive review of the topic of Auditory Processing Disabilities.

Bryan, Tanis H., Bryan, James H. (1986). Understanding Learning Disabilities. Mayfield Pub. CA.
Chalfant, James & Van Reusen, Anthony. (1993). Unique Educational Needs of Learners with Specific Learning Disabilities, in Addressing Unique Educational Needs of Individuals with Disabilities, Disability Research Systems, Lansing, MI.
Smith, Jill & Diller, Howard. (1991). Learning Disabilities What to Do After Diagnosis. A Survival Guide. Volume I K-3. Apodixis Press, Texas. 1991.
Levine, Mel (1994). Educational Care: A System for Understanding and Helping Children with Learning Problems at Home and in School. Educators Pub. Service, Inc. MA.
Torgesen, J. K. & Morgan, S. (1990.) Phonological Synthesis Tasks: A Developmental, Functional. and Componential Analysis, in Swanson & Keogh, Learning Disabilities: Theoretical and Research Issues, Lawrence Erlbaum Associates, Hillsdale, New Jersey.
Wong, Bernice. (1991). Learning About Learning Disabilities. Academic Press, Inc. New York.

Here is a checklist of common characteristics of students with auditory processing problems for you to review.



√ Checklist of
Indicator Behaviors:
Auditory Perception & Processing Problems

- ◊ Difficulties perceiving similarities & differences among sounds
- ◊ Difficulty making sounds
- ◊ Lack of phonological awareness
- ◊ Problems with receptive language
- ◊ Difficulty associating sounds with printed letters or syllables
- ◊ Trouble with decoding & understanding the meaning of words that sound similar
- ◊ Can't keep up with all that is presented orally (i.e. lectures, group discussions)
- ◊ Difficulty remembering the order of items presented orally
- ◊ Difficulty following verbal directions (particularly multi-step instructions)

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Notice that auditory processing difficulty often is associated with language problems,including expressive language and reading.

Many students identified as having a learning disability with serious reading difficulties have underlying problems with auditory processing.

Lack of Phonological Awareness

Learners with auditory processing problems often lack phonological awareness - the conscious awareness that words are made up of sounds. Some students lack an understanding of the sound system;linguistic rules; and of sound combinations in language.

Over the last five years, studies focusing on teaching students with severe reading problems have found that the primary cognitive processing skills which these students need to develop are in the area of phonological processing. Instructional programs that have found to be effective for teaching students with severe reading difficulties include explicit and intensive tutoring by skilled reading specialists.

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Difficulty Distinguishing Sounds

Some students have trouble identifying sounds because they have a difficult time discriminating between similar sounds and/or stringing sounds together. Some students can not synthesize multiple sounds, or phonemes, to say words.

In the elementary school years, a learner may have difficulty matching what s/he hears to the abstract print system used for reading. These types of severe reading difficulties are referred to as "dyslexia."

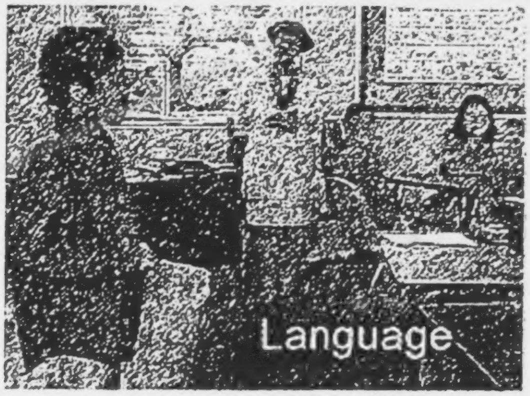
For more information and resources on dyslexia, click here

Course Documents

Current Location: Language Processing

[Top] : [Unit 2: Characteristics] : [Areas of Specific Learning Disabilities] : Language Processing

Lecture Notes



Language difficulties may be related to neurological variations and frequently are associated with a diagnosis of specific learning disabilities. A language problem may be demonstrated in a number of different ways including limited expressive language skills and/or limited ability in understanding spoken language.

Although many language experts include phonemes and phonetic awareness in their definition of language abilities, for the purposes of identifying and grouping specific learning disabilities, phonological processing has been grouped with auditory processing as a separate and important specific learning disability -- although a case can be made for addressing phonological processing as one type of a specific language disorder.

WHAT OTHER TERMS ARE USED TO REFER TO LANGUAGE DIFFICULTIES?

Language Delays, Language Impairment, Speech Perception Disability, Listening Problem, Poor Vocabulary and Receptive Language Disability, Poor Expressive Language, Language Processing Disability

WHAT ARE THE SUB AREAS OF LANGUAGE ?

SPEECH PERCEPTION AND/OR LISTENING SKILLS
Refers to limited skills in understanding spoken language or word meanings.

VOCABULARY AND/OR SEMANTIC SKILLS
A poorly-developed vocabulary can be a sign of a language disorder, particularly when environmental causes, or lack of experiences which impact on vocabulary development, are ruled out as causes. Examples of poor vocabulary development, depending on age, include the use of simple words rather than complex or abstract words, use of words inappropriately, difficulty with words that have multiple meanings, and frequent misinterpretations of what a teacher or classmates say.

UNDERSTANDING OF HOW WORDS ARE FORMED AND USED

Students with morphological and/or grammar problems have a hard time understanding how words are modified to change meaning (Hedge, 1990). This difficulty includes omitting common elements of words such as plurals, prefixes, and suffixes, or leaving out essential words in sentences. For a student with a basic language disorder, learning grammar rules can be a struggle. The rules often seem arbitrary and make no sense. Difficulties in this area may include noun-verb-pronoun agreement and writing mechanics, such as punctuation and capitalization.

UNDERSTANDING OF SENTENCE STRUCTURE

The student with syntactic problems will have difficulty constructing appropriate sentences. He or she may use short or incomplete sentences and/or have difficulty following and understanding complex and/or long sentences. Students with a serious problem with syntax may often speak and write sentences that are difficult to follow. They have words in the wrong order and their sentences are unclear and confusing.

ABILITY TO APPROPRIATELY USE LANGUAGE IN A VARIETY OF SITUATIONS

A student with pragmatic language problems has difficulty using language appropriately in social situations. Examples of poor pragmatic skills seen frequently include students who stand too close to the person he or she is talking with, the volume of the speaking voice used is either too loud or too soft, poor eye contact, awkward conversation style, and misreading body language or facial expressions.

REFLECTION QUESTIONS

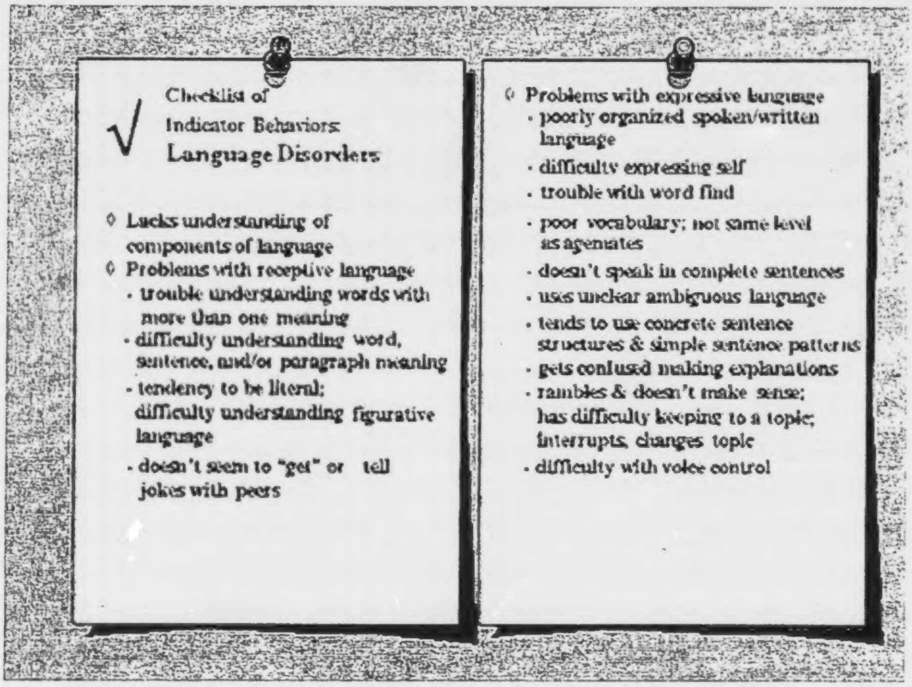
What are some additional examples of students with language disorders?
Why is it important to identify the specific attention problems of a student?

REFERENCES FOR FURTHER STUDY OF THE TOPIC OF LANGUAGE DISORDERS

The references below were used to provide the background for the definitions and discussion above and are recommended for a more extensive review of the topic of Language Disorders.

Bryan, T. H., Bryan, J. H. (1986). Understanding Learning Disabilities. Palo Alto, CA: Mayfield Publishing.
Chalfant, J. & Van Reusen, A. (1991). Unique Educational Needs of Learners with Specific Learning Disabilities, in Addressing Unique Educational Needs of Individuals with Disabilities. Lansing, MI: Disability Research Systems.
Hegde, M.N. (1991). Introduction to Communicative Disorders. Austin, TX: Pro Ed Publishing.
Mann, V. (1991). Language Problems: A Key to Early Reading Problems, in Wong, Bernice. Learning About Learning Disabilities. New York: Academic Press.
Smith, J. & Diller, H. (1991). Learning Disabilities: What to Do After Diagnosis. A Survival Guide, Volume I K-3. Dallas TX: Apodixis Press.

Here is a checklist of the possible characteristics you may see in a student with language difficulties.



Checklist of
Indicator Behaviors:
Language Disorders

- ◊ Lacks understanding of components of language
- ◊ Problems with receptive language
  - trouble understanding words with more than one meaning
  - difficulty understanding word, sentence, and/or paragraph meaning
  - tendency to be literal; difficulty understanding figurative language
  - doesn't seem to "get" or tell jokes with peers
- ◊ Problems with expressive language
  - poorly organized spoken/written language
  - difficulty expressing self
  - trouble with word find
  - poor vocabulary; not same level as agemates
  - doesn't speak in complete sentences
  - uses unclear ambiguous language
  - tends to use concrete sentence structures & simple sentence patterns
  - gets confused making explanations
  - rambles & doesn't make sense; has difficulty keeping to a topic; interrupts, changes topic
  - difficulty with voice control

Many of the indicator behaviors listed relate to difficulties students with specific learning disabilities have in perceiving, processing, understanding, and using the basic components of our language system.A few of these are discussed in further detail in the paragraphs which follow.

Limited Vocabulary; Inability to Speak and/or Write in Complete Sentences

Learners with expressive language problems have difficulties expressing their thoughts and ideas to others through the spoken or written word. Vocabulary is limited and often the student can not speak or write in complete sentences.

Easily Confused; Inability to Stick to Topic

Students with SLD often will become confused when attempting to communicate, make an explanation, or impart information.

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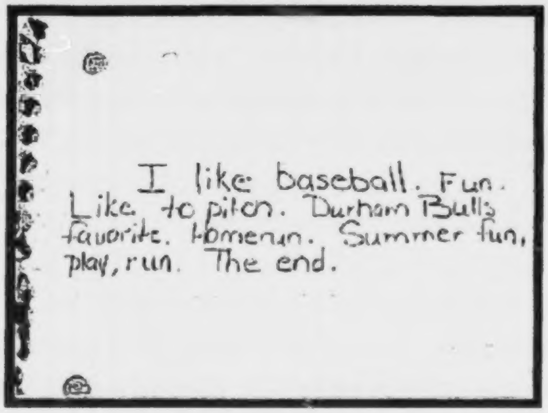

I like baseball. Fun.
Like to pitcn. Durham Bulls
favorite. Homerun. Summer fun,
play, run. The end.

Further, they may experience difficulty sticking to the topic of discussion. They may exhibit problems related to carrying on conversations and discussions and do not respond well to non-verbal and voice cues.

They tend to interrupt in conversations, change the topic, speak loudly and use inappropriate volume in their voice. Sometimes students with a basic language disorder will fail to make eye contact with the listener and do not read "feedback" from the listener; often they will keep talking and talking without remembering that they been asked a specific question.

Language-based Math Problems

When students have trouble with word problems in mathematics, it sometimes is due to a language-based problem, rather than a math problem. While the learner may be able to figure out the basic mathematics and apply it, he or she simply doesn't understand how to interpret the language used to express the problem.

The link below will take you to a list of possible accommodations and modfications to be used in the regular classroom to help facilitate learning for students who are demonstrating language problems.

Click here to review a list of accommodations and modfications

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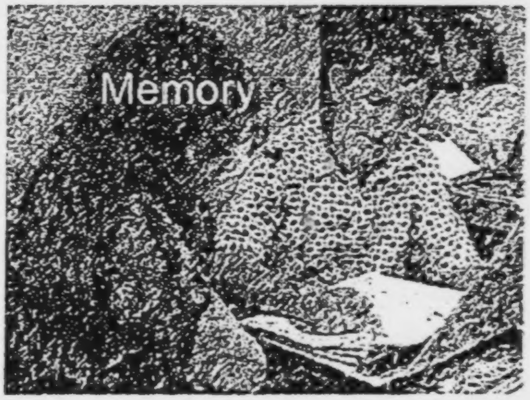
Course Documents

Current Location: Memory

[Top] : [Unit 2: Characteristics] : [Areas of Specific Learning Disabilities] : Memory

Memory

Memory



Memory refers to the ability to mentally retain and recall information. To remember what they have learned, students must have the ability to catalog, store and retrieve information.

Let's look at a checklist of characteristics of memory problems.

Memory

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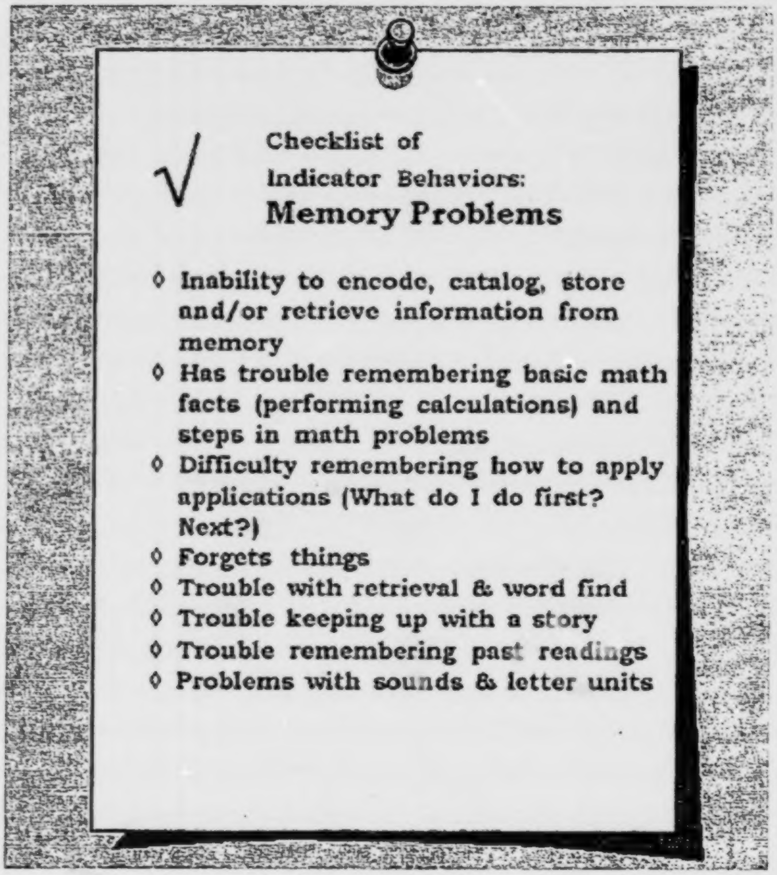

√ Checklist of Indicator Behaviors:
Memory Problems

- Inability to encode, catalog, store and/or retrieve information from memory
- Has trouble remembering basic math facts (performing calculations) and steps in math problems
- Difficulty remembering how to apply applications (What do I do first? Next?)
- Forgets things
- Trouble with retrieval & word find
- Trouble keeping up with a story
- Trouble remembering past readings
- Problems with sounds & letter units

Notice how memory difficulties overlap with other important information processing abilities.

How Memory Difficulties Impact on Learning

When a student has a cognitive problem with memory, it usually shows up as a serious difficulty with recalling information that has been presented previously. Frequently, the student can demonstrate short-term recall immediately after a lesson -- but within a day or two the information cannot be recalled. Memory is an important aspect of cognitive functioning involving receiving, processing, and presenting information. Poor or impaired memory will have a serious impact on academic performance. As important as memory is, there is disagreement as to how much emphasis should be placed on the development of recall abilities as a specific skill. Many educators avoid rote memory exercises or activities and focus on strengthening memory as a function of higher-order cognitive functioning associated with reasoning activities involving problem solving and critical thinking.

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Other Terms Used to Refer to a Memory Problem

Short-term Memory, Retention Ability, Information Processing Disability, and Information Recall Problems are all terms used to refer to memory disabilities.

What are the Subtypes of Memory Difficulties?

SHORT-TERM MEMORY

Students with short-term memory problems have difficulty recalling and using information recently presented and presumed learned. Although, researchers do not clearly specify the length of time that distinguishes a short-term memory problem from a long-term memory problem, generally,short-term memory refers to being able to recall information within a few days from the time it was initially presented and committed to memory. Students with a short-term memory problem can not repeat or talk about what they have recently heard or read (assuming they perceived and understood the information). According to Swanson and Cooney (1991), problems with rehearsal, organization, information processing and phonological coding are all related to short-term memory disabilities. Students with short-term memory problems frequently benefit from memory enhancement and memory strategies training.

Short-Term Memory

Have you ever had a student who could respond correctly to a question on one day,but on the very next day could not recall the same information?

Often, students with SLD develop problems in reading and math as a result of an underlying memory problem. Some students have reading comprehension problems because they cannot catalog and store information they have decoded through reading.

In mathematics, elementary school students with learning difficulties often have problems remembering basic math facts and, therefore, have problems with calculations.

As a memory aid, younger children are more dependent on counting aids. Here, a student is using his fingers.

As students gain more counting experience and their memory for number amounts increases,they will use more advanced strategies. The literature on mathematics instruction for students with learning disabilities indicate that there has been few instructional programs developed that teach explicit strategies for aiding memory of number facts.

The link below will take you to a list of suggested classroom accommodations that might be helpful to use when a student is displaying difficulties related to memory.

Memory Accommodations and Modifications

WORKING MEMORY

Working memory refers to using memory to reason, comparing a new and different pieces of information with an old or other pieces of information and distinguishing the similarities and differences. Working memory involves recalling a number of different sets of information simultaneously or sequentially. Working memory requires a person to recall information and hold it while comparing it with new information. Some students can think about only one thing at a time,and have difficulty with tasks requiring working memory.

LONG-TERM MEMORY

In general, long term memory refers to the ability to recall information that was initially committed to memory several weeks, months, or years ago. Storing information in long-term memory involves developing classifications and associations. There is some evidence that students with long-term memory disabilities have difficulty with these types of reasoning skills. There is also evidence that long-term memory is facilitated by strong language abilities -- allowing the individual to use verbal mediators, or to think with the aid of words or labels, to assist with recall.

REFLECTION QUESTIONS

What are some examples of students with memory problems that you have observed?

How do the "subtypes" of memory problems differ from each other?

Why is it important to identify the specific memory problems of a student?

REFERENCES FOR THE STUDY OF THE TOPIC OF MEMORY

The references below were used to provide the background for the definitions and discussion above and are recommended for a more extensive review of this topic.

Bryan, T. H., Bryan, J. H. (1986). Understanding Learning Disabilities. Palo Alto, CA: Mayfield Publishing.

Chalfant, J. & Van Reusen, A. (1991). Unique Educational Needs of Learners with Specific Learning Disabilities, in Addressing Unique Educational Needs of Individuals with Disabilities. Lansing, MI: Disability Research Systems.

Smith, J. & Diller,H. (1991). Learning Disabilities: What to Do After Diagnosis. A Survival Guide, Volume I K-3. Dallas TX: Apodixis Press.

Levine, M. (1994). Educational Care: A System for Understanding and Helping Children with Learning Problems at Home and in School. Cambridge, MA: Educators Publishing Service.

Swanson and Cooney (1991). in Wong, Bernice. Learning About Learning Disabilities. New York: Academic Press.

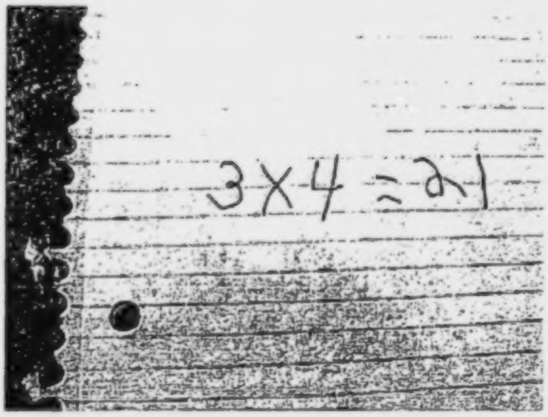
Course Documents

Current Location: Visual Processing

[Top] : [Unit 2: Characteristics] : [Areas of Specific Learning Disabilities] : Visual Processing

Lecture Notes

Visual processing refers to the ability to appropriately perceive visual stimuli, discriminate between visual stimuli with similar (but different) characteristics, and visual memory. Learners with visual processing problems may have difficulty following printed text.



When a student has visual processing difficulties, a neurological variation may be interrupting the usually-smooth process of visually perceiving stimuli (such as a written word), transferring that visual image just perceived in a meaningful way to memory where it is stored accurately, and is available to be retrieved accurately.

WHAT IS VISUAL PROCESSING AND A VISUAL PROCESSING DISABILITY?

Visual Processing refers to perceiving and processing visual stimuli into meaningful information. When a student has a visual processing disability, a weak or impaired neurological system may be interrupting the usually smooth process of visually perceiving a stimuli (such as a written word), transferring the visual image just perceived into a meaningful information and storing that information into memory. A visual processing disability is not due to a sensory impairment such as poor or inadequate eyesight.

Visual processing difficulties, as a possible cause of a major discrepancy between basic skills academic functioning and intellectual potential, receives a great deal of attention because of the logical relationship between seeing words accurately and reading words. In the early years of instructional programs for students with learning disabilities, visual processing disabilities were seen as the primary underlying problem of most, if not all, learning disabilities. Over the last twenty years, the emphasis on visual-motor problems and training has decreased as a result of what we have learned through research and practice in this area. Although there is not as much emphasis placed on visual processing as a major type of learning disability as there

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once was, visual processing can be a primary underlying cognitive cause for some academic difficulties.

WHAT OTHER TERMS ARE USED TO REFER TO A VISUAL PROCESSING DIFFICULTIES?

Visual Reception Difficulties, Visual Perception Disability, Visual Discrimination Problem, Figure-Ground Problems, Visual-Motor Dysfunction, Visual Tracking Disability

SUB-TYPES OF VISUAL PROCESSING ABILITIES

There is some agreement in the literature that the study of visual processing can be divided into visual perception and visual memory. However, there is not enough information available to separate the two for purposes of diagnostic instruction. There is evidence to support a relationship between visual processing deficits and reading, spelling and writing problems. Some students do have difficulty appropriately perceiving, discriminating, and remembering specific visual stimuli with speed and accuracy -- particularly when the stimuli are in the form of a written language.

Some students may see letters and words backwards or upside down. One frequent observation is that the student's spelling is phonetically correct, but the letters are in the wrong place or shaped incorrectly. Often, their papers are hard to read -- not in terms of fine motor processes of forming written letters as much as in poor spacing, sizing, and mixed-up or missing letters.

One subtype of visual processing ability is the ability to distinguish between figure-ground relationships in what is visually perceived. That is the ability to visually separate visual stimuli into extraneous background information and pertinent foreground information. A student who has difficulty picking out details in a busy picture may be having figure-ground discrimination problems. Students with figure-ground perceptual problems may also have difficulty making sense out of maps and charts. Often maps are visually busy, with longitude, latitude lines, land and water masses and topographical lines. Picking out the details they need to focus on is almost impossible.

Students with visual processing disabilities often have trouble keeping up with notes because they have difficulty sorting out what they need to copy off the chalkboard. When you move your visual attention back and forth from chalkboard to paper frequently it is easy to lose track of where you are in the task and the total task is going to take much longer.

Written examinations often cause students with visual processing disabilities lots of problems. Matching questions and multiple choice questions can be extremely problematic.

REFLECTION QUESTIONS

What are some additional examples of students with visual processing problems?
Why is it important to identify the specific visual processing problems of a student?

REFERENCES FOR FURTHER STUDY OF THE EFFECTS OF VISUAL PROCESSING ON LEARNING

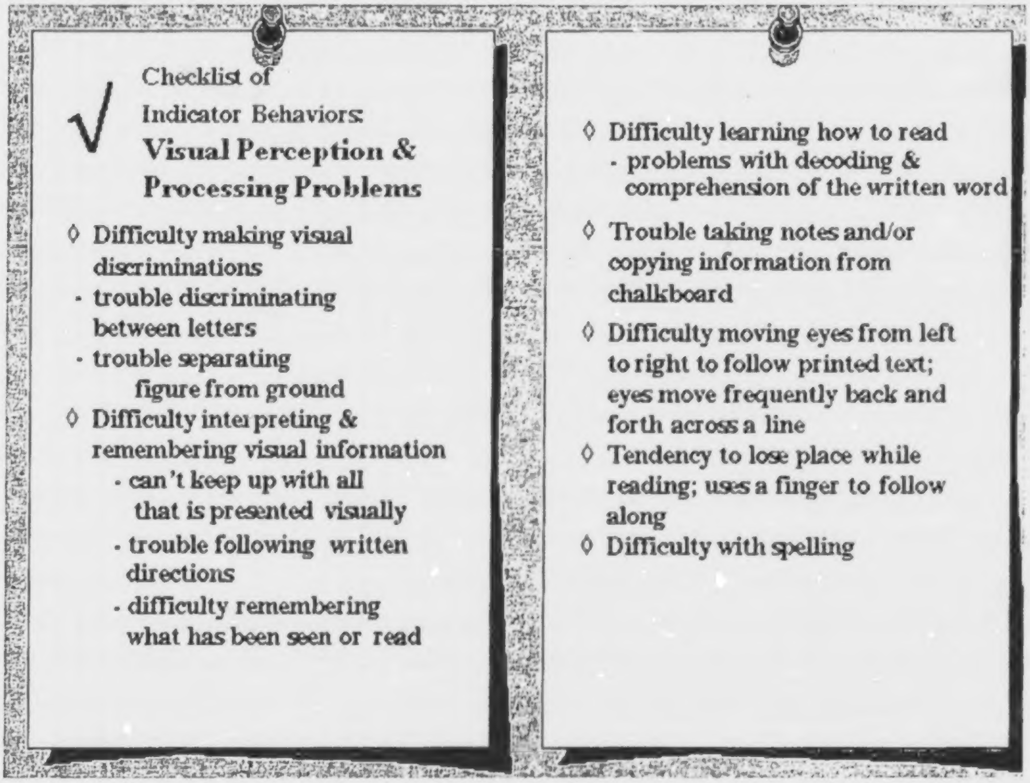
The references below were used to provide the background for the definitions and discussion above and are recommended for a more extensive review of the topic of Visual Processing Disabilities:

Bryan, T. H., Bryan, J. H. (1986). Understanding Learning Disabilities. Palo Alto, CA: Mayfield Publishing.
Chalfant, J. & Van Reusen, A. (1991). Unique Educational Needs of Learners with Specific Learning Disabilities, in Addressing Unique Educational Needs of Individuals with Disabilities. Lansing, MI: Disability Research Systems.
Smith, J. & Diller, H. (1991). Learning Disabilities: What to Do After Diagnosis. A Survival Guide, Volume I K-3. Dallas TX: Apodixis Press.
Levine, M. (1994). Educational Care: A System for Understanding and Helping Children with Learning Problems at Home and in School. Cambridge, MA: Educators Publishing Service.
Willows, D. (1991). Visual Processes in Learning Disabilities, in Wong, Bernice. Learning About Learning Disabilities. New York: Academic Press.

Visual processing problems are believed to be attributable to how visual information is processed in the brain. A visual processing disability is NOT due to a visual sensory impairment such as poor eyesight.

Visual Processing Characteristics Checklist

Here is a checklist of characteristics of learners with visual processing difficulty. Notice that visual processing difficulty often leads to specific academic problems in reading, writing, and spelling.



√ Checklist of Indicator Behaviors:

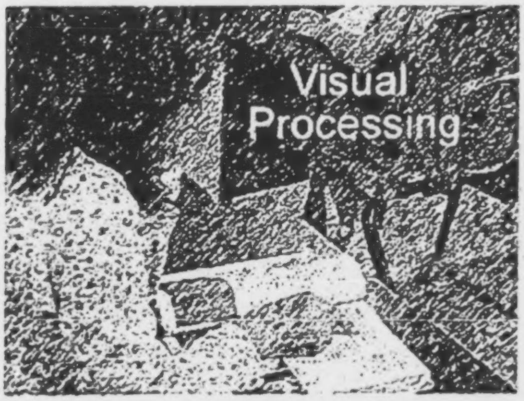
Visual Perception & Processing Problems

- ◊ Difficulty making visual discriminations
  - trouble discriminating between letters
  - trouble separating figure from ground
- ◊ Difficulty interpreting & remembering visual information
  - can't keep up with all that is presented visually
  - trouble following written directions
  - difficulty remembering what has been seen or read
- ◊ Difficulty learning how to read
  - problems with decoding & comprehension of the written word
- ◊ Trouble taking notes and/or copying information from chalkboard
- ◊ Difficulty moving eyes from left to right to follow printed text; eyes move frequently back and forth across a line
- ◊ Tendency to lose place while reading; uses a finger to follow along
- ◊ Difficulty with spelling

Decoding Difficulties

Jackson reads slowly and haltingly, often stumbling over simple words (reading saw instead of was). It is extremely difficult for him to decode complex words like *cytoplasm*, *enzyme*, and *amino*. Clearly, if Jackson is unable to read the material, little comprehension of the subject matter is likely to occur.

Eight-year-old Bianca reads above grade level, but appears to have trouble with the multiplication tables. She has been asked to write down the answer to 3 x 4. Look at what she has written:



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Like Jackson and Bianca, many students with SLD have a tendency to reverse letters, words and/or numbers when reading and writing.

Some students read words backwards (i.e., reading *was* as *saw*) or substitute and re-sequence letters in a word (i.e., *out* is read as *not*; the number 51 is read or written as 15). Others may leave letters out, or add letters to a word.

The link below will take you to a list of possible accommodations and modifications which may be used in the regular classroom to help students with learning disabilities who have visual processing difficulties performing at grade level.

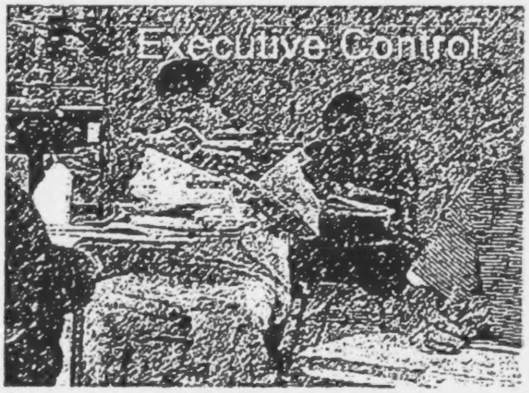
Click here for a list of accommodations and modifications.

Course Documents

Current Location: Executive Control (Organization)

[Top] : [Unit 2: Characteristics] : [Areas of Specific Learning Disabilities] : Executive Control (Organization)

Lecture Notes



The terms executive control and executive function refer to the mental process of thinking about what you are doing and organizing your thoughts in a manner that promotes learning. Torgesen (1994) sees executive functioning as synonymous with metacognitive functioning. Metacognition can be defined broadly as the selection, control and monitoring of the use of cognitive strategies (Kuhn,1992). Executive control abilities overlap with other cognitive functioning areas, notably those of memory and attention. As pointed out by Denckla (1994), the assessment and treatment of executive control is used as an approach to instruction for students with specific learning disabilities referred to as learning strategies.

WHAT OTHER TERMS ARE USED TO REFER TO AN EXECUTIVE CONTROL PROBLEM?

Executive Functioning Disability, Metcognition Problems, Poor or Inadequate Learning Strategies, Organization Disability, and Disorganization

WHAT ARE THE SUB-COMPONENTS OF EXECUTIVE CONTROL PROBLEMS?

ACCESSING, ORGANIZING, AND COORDINATING THINKING
Students with weaknesses in metacognition abilities do not effectively use the information available to them to complete specific tasks. These students may display a lack of logical reasoning, attend to extraneous details, and/or use an inflexible style of problem-solving. Furthermore, when they have several pieces of relevant information to use, they have difficulty assimilation and/or coordinating that information to facilitate the learning or task completion.

SELF-REGULATION DURING LEARNING TASKS
Lack of self-regulation skills or strategies is frequently cited as a common characteristic of many students identified as having a specific learning disability. Self-regulatory skills include: (a) developing plans for how to work on a task, (b)

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systematically reviewing and checking completed work, (c) monitoring, or evaluating, progress on a task, and (d) making revisions and expanding thoughts as a result of monitoring progress. Although information about how you are doing on the task may be available, the information is not used.

AWARENESS, UNDERSTANDING, AND EXPLAINING

When a student meets with success in completing a task correctly or appropriately, he or she may not be aware of the successful procedures employed. Consequently, the procedures that proved to be successful may not be used again in similar situations.

SELF-CONCEPT, EFFICACY, AND MOTIVATION

Repeated school failure can have an extremely negative effect on how a student approaches a new learning task. As a result, many students with specific learning disabilities have developed low self-esteem and the belief that they are not as "bright" as other students and do not have the ability to learn and meet with success on academic tasks. As a consequence, they may develop a lower expectation for success and become less active learners. Their motivation to remain actively engaged in learning tasks and to persevere to a successful completion is negatively affected. Although, the original problems the student had with academic performance may have been due to a specific learning disability, as a result of repeated failure, and lower self-expectation and motivation, the student develops additional barriers to learning.

REFLECTION QUESTIONS

What are some classroom examples of students with executive control problems?
Why is it important to identify the executive control weaknesses of a student?

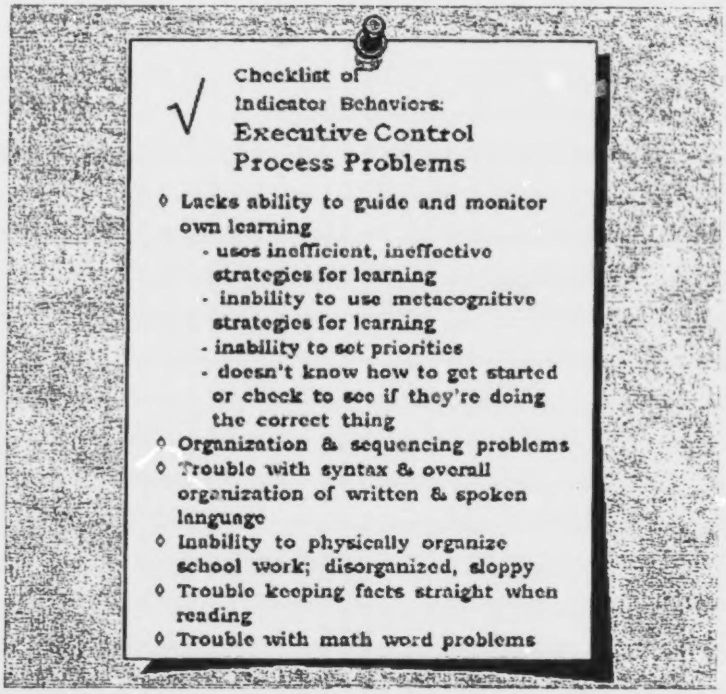
REFERENCES FOR FURTHER STUDY OF THE TOPIC OF EXECUTIVE CONTROL

The references below were used to provide the background for the definitions and discussion above and are recommended for a more extensive review of the topic of Executive Control abilities.

Denckla, M. (1994). Measurement of Executive Function, in Lyon, G. Reid, Frames of Reference for the Assessment of Learning Disabilities: New Views on Measurement Issues. Baltimore: Paul H. Brookes Publishing Co.
Meltzer, Lynn J. (1994). Assessment of Learning Disabilities: The Challenge of Evaluating the Cognitive Strategies and Processes Underlying Learning, in Lyon, G. Reid, Frames of Reference for the Assessment of Learning Disabilities: New Views on Measurement Issues. Baltimore: Paul H. Brookes Publishing Co.
Torgesen, J. (1994). Issues in the Assessment of Executive Functions: An Information Processing Prospective, in Lyon, G. Reid, Frames of Reference for the Assessment of Learning Disabilities: New Views on Measurement Issues. Baltimore: Paul H. Brookes Publishing Co.
Wong, B. (1991). The Relevance of Metacognition to Learning Disabilities, in Wong, Bernice, Learning About Learning Disabilities. New York: Academic Press.

Executive Control Characteristics Checklist

Here is a checklist of characteristics of learners with executive control difficulties.



√ Checklist of Indicator Behaviors:

Executive Control Process Problems

- ◊ Lacks ability to guide and monitor own learning
  - uses inefficient, ineffective strategies for learning
  - inability to use metacognitive strategies for learning
  - inability to set priorities
  - doesn't know how to get started or check to see if they're doing the correct thing
- ◊ Organization & sequencing problems
- ◊ Trouble with syntax & overall organization of written & spoken language
- ◊ Inability to physically organize school work; disorganized, sloppy
- ◊ Trouble keeping facts straight when reading
- ◊ Trouble with math word problems

Students lacking executive control have problems knowing how to proceed with school work assignments; they simply don't know where to begin.

For many of us, executive control processes are automatic; we use them without thinking about them. We ask ourselves questions before, during, and after performing a task. When we use executive control processes we are usingmetacognitive strategies. Many students with SLD fail to use metacognitive strategies to monitor their learning.

The link below will take you to a list of possible accommodations and modfications to be used in the regular classroom to help facilitate learning for students who are demonstrating executive control (or organization problems.

Click here to review a list of accommodations and modfications

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Course Documents

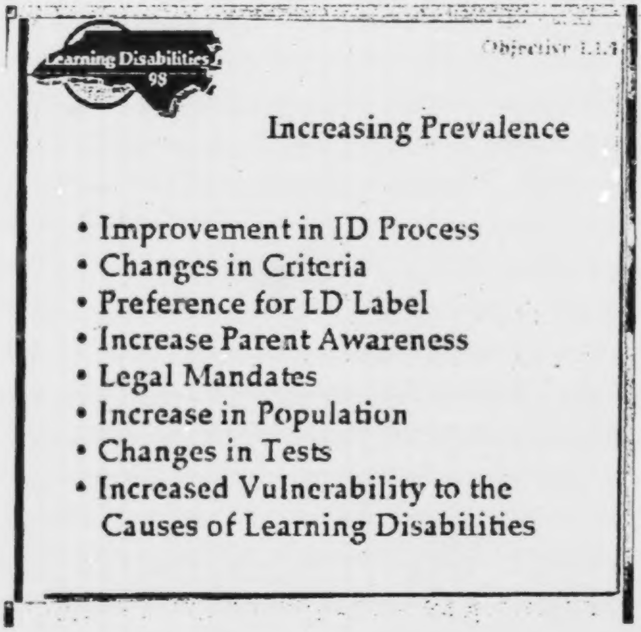
Current Location: Prevalence

[Top] : [Unit 2: Characteristics] : Prevalence

Lecture Notes

PREVALENCE AND DEMOGRAPHICS OF LEARNING DISABILITIES

Occasionally you may hear statements like, "twenty percent of public school students have specific learning disabilities."
Actually, the prevalence figures published by the U.S. Office of Education in 1994 indicate that approximately 4% percent of all students ages six to twenty-one were identified as having a Specific Learning Disability. As you can see in the chart below the total number of students identified has increased each year. In 1992 there were 2, 234,000 students identified with a learning disability in the public schools in the United States. When students enrolled in private schools are included, the number is higher.



Learning Disabilities 98

Objective 1.1.3

Increasing Prevalence

- Improvement in ID Process
- Changes in Criteria
- Preference for LD Label
- Increase Parent Awareness
- Legal Mandates
- Increase in Population
- Changes in Tests
- Increased Vulnerability to the Causes of Learning Disabilities

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When considering the number of students identified across all categories of disabilities, the percentage of students with learning disabilities has gradually increased from approximately 30% in 1977-1978 to a little over 50% in 1992.

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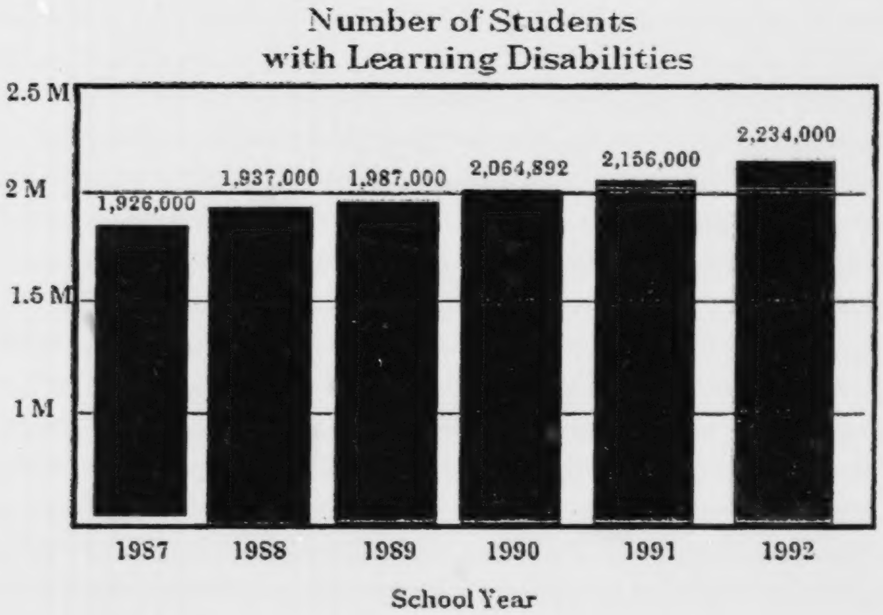

Gender of Students with Learning Disabilities

Through the years, demographic studies have indicated that males are identified as having a learning disability much more frequently than females. Approximately 75% of the students identified are males.

The following theories have been suggested to account for the higher percentage of males in the learning disability population:

- Males with learning difficulties are more likely to be identified because they demonstrate more inappropriate behavior in the classroom than do females with learning difficulties, resulting in more referrals for special services.

- Males are more vulnerable to the neurological and/or biological causes than are females, which is in keeping with the higher infant mortality rate.

Hallahan, Kauffman & Lloyd arrive at the most plausible conclusion, "Our best guess at this point is that some bias does exist but that the biological vulnerability of males also plays a role. For example, the federal government's figures indicate that all disabilities are more prevalent in males, including conditions that are difficult to imagine as resulting from referral or assessment bias, such as hearing impairment (53% are males), orthopedic impairment (54 % are males, and visual impairment (56% are males) Hallahan, Kauffman % Lloyd (1996).

Ethnic Demographics

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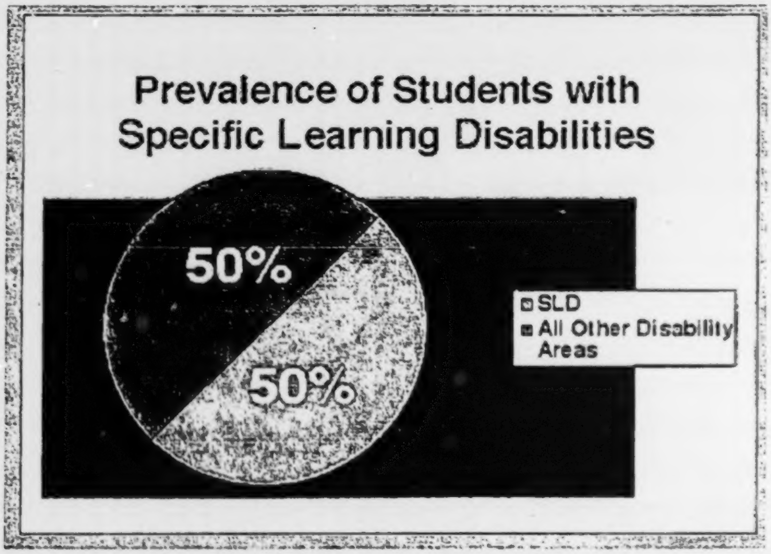
The field of learning disabilities has primarily emerged from the concerns of parents from white, middle, and upper class families who were frustrated with their child's inability to achieve academically at a level closer to their perceived potential, which was based on the language and thinking skills displayed in non-academic settings. It was clear that their child could achieve at or near grade level, but not with the lock step, large group instructional procedures that was, and still is, the primary mode of instruction in public schools. However, after the passage of Public Law 94-142 (which has evolved into IDEA), the number of minority students identified as having a learning disability grew at a percentage rate out of proportion to that found in the normal population. There are at least three possible explanations for the over identification of minority students as eligible for learning disability programs:

1. Referral Bias. A higher proportion of minority students are referred for special services because they are perceived as more difficult to manage in the regular class setting.
2. Testing Bias. Minority students score lower, on the average, on the achievement and intelligence tests used to determine eligibility for programs for students with learning disabilities because the tests are biased for individuals who experience diverse cultures.
3. Higher vulnerability. There is a higher incidence of poverty in the minority population which exposes a higher percentage of minority students to conditions associated with the causes of neurological variations.

The over identification in the area of learning disabilities is probably due to a combination of all three of above explanations. However, it is important to note that the overidentification of minority students is not only true for the disabilities that are identified primarily through a psychological observation and measurement process, but is also the case for disability areas that rely on a more objective and precise medical diagnosis, such as hearing impairments and visual impairments. The incidence for the overidentification of minority students in these two areas of disability are approximately the same as the incidence of overidentification of minority students in the area of learning disabilities. (See Table 2.1 on page 52 of Hallahan, Kauffman & Lloyd).

It should be noted that in North Carolina, unlike many other states, black children are not overidentified in the area of learning disabilities.

The chart below summarizes the factors that contribute to the increasing prevalence of learning disabilities.



Prevalence of Students with Specific Learning Disabilities

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Course Documents

Current Location: Midterm

[Top] : Midterm

Midterm

Introduction to Learning Disabilities

Midterm Examination (Units 1 and 2, including on line resources/readings and text chapters 1, 2, 4, 9 and 10)

Instructions for Taking Midterm Examination

The Midterm Exam is located below. Please follow these instructions to take the exam.

Step 1: For convenience, you may wish to print a copy of the exam, so that you can refer to it frequently as you work. Your web browser (Netscape or Explorer) has a print button to click on to print a copy.

Another method you can use is to highlight and copy the text of the exam (choose "Copy" under the browser Edit menu), open your word processor (i.e., Microsoft Word, Wordpad, Simple-Text, or whatever), create a new file, and paste (choose "Paste" under the word processor Edit menu) the exam into that file.

Step 2. Take the Exam. You should write the exam using your word processing program.

Step 3: Send your exam via the Digital Drop Box (or other method specified by the campus instructor)to your course instructor. Always keep a copy of each exam you send on a disk or hard drive.

Here are the email addresses for each instructor to check method of submitting exams:

UNC-CH.........Peggy Weiss
Email: pweiss@email.unc.edu

UNC-G ....Carolyn D. Boyles
Email: cdboyles@uncg.edu

UNC-W...................Patty Williams
Email: pow4552@uncwil.edu

FSU.....Virginia Dickens
Email: vdickens@uncfsu.edu

Remember: You can refer to your notes, course website information, and textbook(s) as you write the exam. You MAY NOT discuss the exam questions and responses with others.

Midterm Examination

Multiple Choice
Please select the "BEST" or most appropriate ending or choice for each statement or question.

1. The category of Learning Disabilities is characterized by which of the following?

a) a wide range of interindividual differences

b) a wide range of intraindividual differences

c) the possibility of the existence of comorbid conditions

d) a largely homogeneous population

e) b, c, and d

f) a, b, and c

2. The section of the definition of learning disabilities that requires an estimate of the student's capacity to learn involves . . .

a) neurological variations.
b) uneven growth patterns.
c) below grade level performance.
d) discrepancy between potential and achievement.
e) the exclusion clause.

3. All of the following areas are identified in IDEA as areas where a learning disability may be manifested EXCEPT...

a) social interactions.
b) spelling.
c) written language.
d) reading or language arts.
e) mathematics.

4. The history of special education for students with learning disabilities has four main periods: the foundation phase, the transition phase, the integration phase, and the contemporary phase. Which is the most correct statement?

a) Special education for students with learning disabilities started with research on the brain and is still based on the findings from the early brain research.

b) The integration phase was noted for its focus on cultural diversity.

c) Special education for students with learning disabilities has changed significantly over the years, and it is important to know the history because the current best practices are frequently based on research on past practices.

d) Identifying students as having a minimal brain dysfunction has been a major milestone in the field during the contemporary stage.

e) all of the above are equally correct

5. A non-verbal learning disability is characterized by which of the following:

a) problems with visual-spatial tasks

b) difficulties with tactual tasks

c) problems with mathematics

d) problems with self-regulation and organization

e) a, b and d

f) a, b, c, and d

6. The direct measurement approach to assessment is associated with which of the following:

a) standardized assessment

b) curriculum-based assessment

c) norm-referenced assessment

d) aptitude-treatment interaction

e) b and c

f) a and c

7. Encoding, in language, refers to which of the following:

a) the ability to receive and send messages

b) the ability to match sounds and symbols

c) the ability to 'read' the non-verbal language of others

d) the ability to express and send messages

8. Which of the following almost always accompanies a learning disability in a student?

a) attention-deficit hyperactivity disorder

b) social withdrawal

c) acting out

d) anti-social behavior

d) a and c

e) none of above

9. IDEA requires that all students with disabilities with demonstrated behavioral problems (including LD) have:

a) a behavioral assessment

b) a manifestation determination

c) a behavior intervention plan in the IEP

d) an interim alternative educational setting

e) a and c

f) b and d

10. What are the two components of metacognition?

a) auditory learning style as major learning approach

b) awareness of what strategies are needed to perform a task

c) ability to regulate one's own performance through monitoring and adjusting

d) an awareness of sound-symbol relationships

e) a and d

f) b and c

Please select the most appropriate ending or choice for each statement or question.

11. Sam

Sam is a fifth grade student who has just been identified as having a specific learning disability. Sam was not identified previously because he has excellent oral language skills with good vocabulary and a lot of knowledge about a variety of subjects-- he excels in class discussions. Some of Sam's previous teachers feel he is very bright and couldn't possibly have a learning disability. However, Sam continues to struggle academically--getting a few Cs but mostly Ds with an occasional F. Last May Sam scored at the 2.3 Reading Level on the End-of-Grade State Examination. He can decode initial sounds of words, but struggles with endings of words and vowel sounds. Multi-syllable words are next to impossible for Sam to decode--although with frequently appearing words he has developed a fairly extensively and accurate sight vocabulary. If he does not know a new word, however, he may spend several minutes trying to figure it out. Sam also has difficulty with note taking, handwriting and spelling. He seldom hands in written assignments.

Sam's IEP and psychological say nothing about his specific cognitive disabilities and strengths. Using only what you know about Sam from the paragraph above, which of the cognitive areas listed below is the best suspect for Sam's underlying cognitive difficulty?

a) Executive Control
b) Visual Processing
c) Memory
d) Auditory Processing
e) Attention

12. Ralph

Ralph is a 12 year old six grade student identified as SLD receiving collaborative teacher services in his six grade class of 32 students. He is very quiet in class and seldom displays behavior problems. He has no difficulty with word recognition and decoding but has trouble using what he has read effectively to write reports or participate in oral discussions. When the collaborative teacher reads with Ralph individually, he clearly has a good memory for facts and details from passages he just read for her. However, his comprehension is not good when the reading assignment is not supervised or when a large group lesson is presented. This pattern seems to hold up across various subject matter, although he does much better when initial information is presented individually or in a small (2 or 3) group.

Frequently, when the teacher calls on Ralph he responds with, "What?" Once the teacher repeats the question Ralph usually responds correctly. Ralph also has trouble with homework and independent seat work assignments. Usually the assignment is started--but rarely finished.

Ralph's IEP and psychological say nothing about his specific cognitive disabilities and strengths. Using only what you know about Ralph from the paragraph above, which of the cognitive areas listed below is the best suspect for his underlying cognitive difficulty?

a) Executive Control
b) Visual Processing
c) Memory
d) Auditory Processing
e) Attention

13. Barbara

Barbara is a fourth grade student who has been diagnosed as having a specific learning disability. She I failing in all subject except math. She likes math and turns in home work and assignments in math on time. Occasionally she does have difficulty in math--not so much with reasoning and computation but with number omissions and other types of "sloppiness" errors or with errors of transferring math problems from the board or textbook to her paper. In most other academic areas, Barbara does participate in discussions but is very slow in completing assignments and seat work. Barbara never takes notes, unless her teacher directs her to take notes. She does listen very carefully to directions. Sometimes, after her teacher has made an oral presentation of new material, she has no difficulty following through with independent work. Other times, she acts like she doesn't have a clue as to what she is supposed to be doing and sits quietly at her desk pretending she knows what to do and is working on the tasks. Most of the time she does not turn in homework (other than math). In non-academic activities, Barbara does well in music activities and poorly in art activities.

Barbara's IEP and psychological say nothing about her specific cognitive disabilities and strength. Using only what you know about Barbara from the paragraph above, which of the cognitive areas listed below is the best suspect for her underlying cognitive difficulty?

a) Executive Control
b) Visual Processing
c) Memory
d) Auditory Processing
e) Attention

14. DESCRIBE three "categories" By which causes of neurological variations or dysfunction can be identified. LIST one cause in each category. (1/4 to 1/3 page)

15. Review the information presented below and respond to the question at the end of the brief case studies. Limit your response to approximately 1/2 to one typewritten page.

Robert, a seventh grade student, is able to read many basic and commonly used words but often does not understand what he reads. As a result, he has difficulty applying information from what he has read. Although his attention in class is good, he sometimes has difficulty following the lessons and class discussions. This year, his achievement was fairly consistent, varying from a 4.5 grade level to 5.3 grade level. He has a good memory for facts, but often gets mixed up when using information that he has memorized to solve problems. He progressed well in math until the fourth grade when he started to fall behind grade level. He is fairly well organized, is on time for class every day and his homework is handed in on time. He does not have a behavior problem and, in fact, is quite compliant depends on teacher guidance frequently during independent and guided study activities. Robert participates in team sports for the school and has a number of friends who he has met through organized after-school activities.

Sally, a seventh grade student, has excellent oral language skills. She has an above average vocabulary and a wide range of knowledge. She excels in the areas of social studies and science and receives As and
Bs in courses where most of the content is covered in class orally and through discussions. However, she has serious reading problems and struggles with reading assignments. She can decode initial sounds of words, but frequently has difficulty with word endings and some vowel sounds. If she does not know a word, she may not be able to figure it out, and at times, she becomes frustrated and angry. Sally also has difficulty keeping up with note taking. She can not spell many of the words, and her spelling reflects no logical pattern. As a result her writing is not very functional for her. Fortunately, she remembers much of what her teachers present orally in class and participates effectively in class discussions.

Of the two students above, which one is more likely to have a learning disability? In your response discuss how the characteristics briefly presented here fit with the common elements of the definitions of learning disabilities.

16. List four explanations for why the prevalence rate for students identified as having a learning disability is steadily increasing. Which explanation(s) do you believe has/have the most merit? Why do you think so?

17. List the three explanations for the over identification of minority students as having a learning disability. Which explanation(s) do you believe has/have the most merit. Why do you think so?

POINTS SCORING GUIDE FOR MIDTERM
EXAMINATION

Undergraduate Credit

Question/Points (Total Possible Points--30)
1./1
2./1
3./1
4./1
5./1
6./1
7./1
8./1
9./1
10./1
11./3

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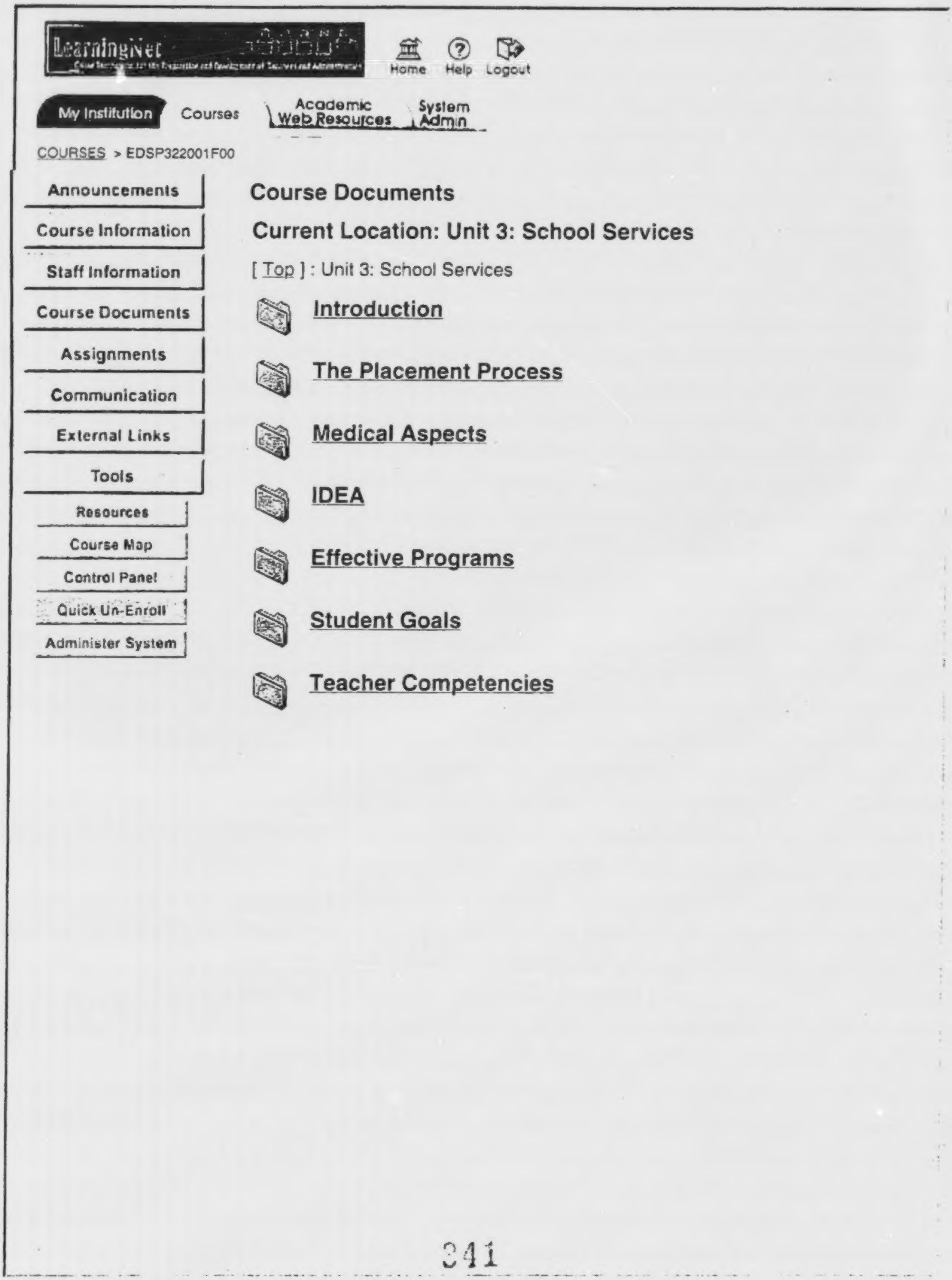
12./3
13./3
14./3
15./3
16./2
17./3

Graduate Credit

Question/Points (Total Possible Points-30)
1./1
2./1
3./1
4./1
5./1
6./1
7./1
8./1
9./1
10./1
11./3
12./3
13./3
14./3
15./3
16./2
17./3


LearningNet
Home
Help
Logout
My Institution
Courses
Academic Web Resources
System Admin
COURSES > EDSP322001F00
Announcements
Course Information
Staff Information
Course Documents
Assignments
Communication
External Links
Tools
Resources
Course Map
Control Panel
Quick Un-Enroll
Administer System

Course Documents

Current Location: Unit 3: School Services

[Top] : Unit 3: School Services

- **Introduction**
- **The Placement Process**
- **Medical Aspects**
- **IDEA**
- **Effective Programs**
- **Student Goals**
- **Teacher Competencies**

Course Documents

Current Location: Introduction

[Top] : [Unit 3: School Services] : Introduction

Assignments

Unit 3 Readings

Textbook:
Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities: Chapters 3, 4, 5

Special Readings (The special readings will be integrated with the Unit 3 lecture topics and pages.):

-Program Outcomes for Students with SLD
- SLD Program Components
-Roles and Responsibilities of LD and Regular Teachers

Objectives

Unit 3 Objectives

3.1 Describe the program components that need to be in place to provide an appropriate and comprehensive educational program for students with Specific Learning Disabilities.

3.2. Describe the academic and enabling outcomes which set the expectations for the LD student's progress and accomplishments.

3.3. Describe the assessment, identification and placement process.

3.4. Describe the main points of IDEA and its re authorizations.

3.5. Describe the required components of an IEP, the procedures required to develop an appropriate IEP, and the differences between poor IEPs and good IEPs.

3.6. Describe four roles that the field of medicine plays in the understanding and treatment of students with learning disabilities.

Setting the Stage

Setting the Stage

This unit will examine school programs and the provision of instructional services for students with specific learning disabilities. The unit begins by identifying the competencies a qualified teacher of students with learning disabilities should be able to demonstrate followed by a review of the expected outcomes for students with specific learning disabilities. Using these reviews as a foundation, the array of services necessary to operate an effective program for a variety of SLD students will be presented. This section of the unit will be very important to you because it will form the basis of the second course project (Graduate Students only).

Next, we will review the components and intention of the Individual s with Disabilities Education Act. We will follow the discussion of IDEA with a more in-depth look at the Assessment, Identification, and Placement Process including: (1) pre-referral, (2) referral, (3) multidisciplinary evaluation, (4) case conference and IEP development, (5) teaching to implement the IEP plan, and (6) monitoring student progress. Attention will be focused on the Individual Education Plan (IEP), which is the cornerstone of public school services for students with disabilities.

Finally, the important contributions to the field by the medical and allied health professions will be discussed. Efforts to treat Attention Deficit Disorders and Attention-Deficit Hyperactivity Disorders (ADHD) pioneered in the medical profession are now recognized as a major contribution to the recognition of the unique learning needs of students.

NOTE: Some of the topics in this unit listed in the syllabus have been combined into other topics so that finding your way around to all the material is made easier.

Course Documents

Current Location: The Placement Process

[Top] : [Unit 3: School Services] : The Placement Process

Developing and Using an IEP

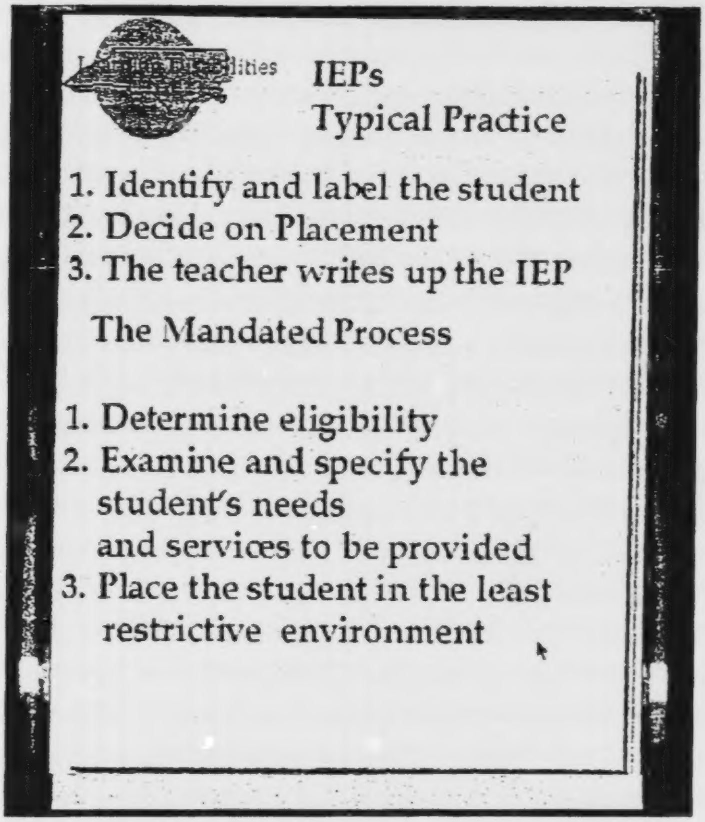
IEPtyp.jpeg (105419 Bytes)

An essential element of the education of students with learning disabilities is the development of appropriate and effective IEPs. To study this topic I suggest the following activities.

1. First review the sequence of slides below which summarizes current practice in developing IEPs, the problems with many of our IEPs, and suggestions for improving IEPs.

2. Next, go to the LD Online website for a review of the changes in IEPs indicated in the re authorization of IDEA.

3. Finally go to the second LD Online location to review a series of questions about writing IEPS and the responses from a well known expert on IEPs, Barbara Bateman.



IEPs
Typical Practice

1. Identify and label the student
2. Decide on Placement
3. The teacher writes up the IEP

The Mandated Process

1. Determine eligibility
2. Examine and specify the student's needs and services to be provided
3. Place the student in the least restrictive environment

Click here to review a discussion of the changes in IEPs mandated by IDEA.

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Click here to read a review of the changes in IEPs as a result of the IDEA re authorization.

Click here to go to a questions and answers discussion about developing and using IEPS. Very Good!

Referral, Identification, and Placement

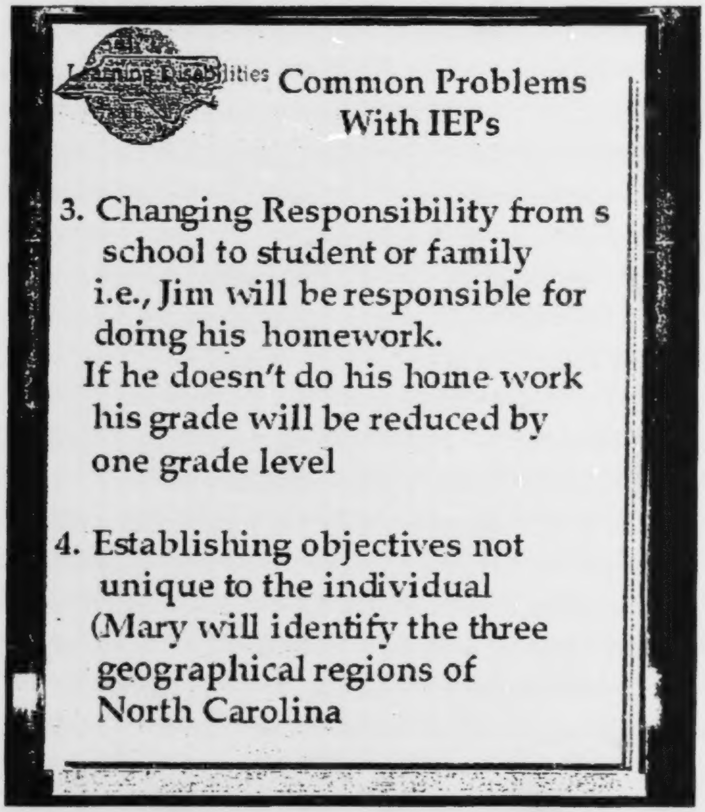
To facilitate the appropriate implementation of IDEA, most States have established policies that govern the process of providing special education services for students with disabilities. The process include the following stages:

I. The Referral Stage

II. The Assessment Stage

III. The Intervention (Services) Stage

Each of these stages are presented below.


Learning Disabilities

Common Problems With IEPs

3. Changing Responsibility from s school to student or family i.e., Jim will be responsible for doing his homework. If he doesn't do his home work his grade will be reduced by one grade level

4. Establishing objectives not unique to the individual (Mary will identify the three geographical regions of North Carolina

To begin the process of providing special services for students with disabilities a referral must be made by a teacher or parent. As can be seen in the chart above, most states have established a pre-referral process as part of the referral process. IDEA requires that an effort is made to identify and serve all students with disabilities. However, in this process many professionals believe that (1) too many inappropriate referrals are made, and, (2) once a referral is made, too many students referred are found to be eligible. As pointed out in Hallahan and Kauffman's text (see pages 122 - 124) studies have found that around three-fourths of the students referred are eventually found eligible for services. However, the law is quite clear that schools have a responsibility to identify and serve all ALL individuals with disabilities.

Pre-Referral Procedures

A pre-referral process has been established in most states to establish an instructional environment within the regular class to accommodate the needs of a student who is demonstrating a learning or behavior problem. The pre-referral process comes under a variety of different names across the country. In North Carolina, the pre-referral process is handled by the Teacher Assistant Team. It is the assistance teams responsibility to work with the classroom teacher to develop strategies to keep the student on grade level in the regular class. There is little question among parents and educators that, if possible, a student's needs should be met within the regular education classroom environment. However, many parents and the parents association (LDANC) have expressed a great deal of concern that the pre-referral process actually slows down the legal process of providing the special services that the student needs to be successful. If the student does indeed have a specific learning disability, it is questionable whether the strategies recommended by the Teacher Assistant Team used by the regular class teacher will have the effect desired--that is, improving the student's academic performance to grade level, or in some cases, moving the student closer to her or his potential, which may be above grade level. On the other hand, for the student who does not have a learning disability but is falling behind academically, strategies introduced to accelerate this student's progress are extremely important. If at all possible this student should not be referred for an evaluation.

Stage II: Assessment and Evaluation.

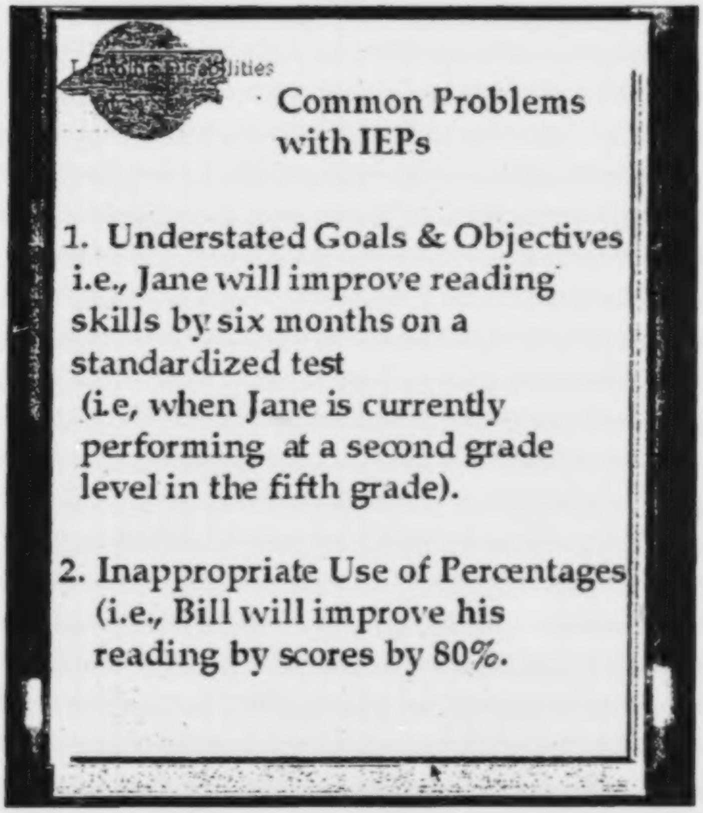
Click here to go to the NICHEY training web site.

Review the slide below and then carefully review the following topics at the NICHEY site.:

Appropriate Evaluation at a Glance
General Overview of Evaluation
Areas of Changes in the 1997 Re Authorization
Relevance of Training on Appropriate Evaluation
Identifying Children for Evaluation
Evaluating Children for a Disability
Eligibility, IEPs, and Placement
Reevaluations

Appropriate Evaluation, Changes Under IDEA 97

The Definition of a Child with a Disability
Overall Considerations Governing All Evaluations
Parent notification and consent
Evaluation procedures
Initial Evaluation
Reviewing existing evaluation data
Identifying what additional data are needed
Collecting any additional data needed
Determining eligibility
Developing the IEP
Reviewing existing evaluation data
Identifying what additional data are needed
Collecting any additional data needed
Notifying parents if no additional data are needed
Summary



Learning Disabilities

Common Problems with IEPs

1. Understated Goals & Objectives i.e., Jane will improve reading skills by six months on a standardized test (i.e, when Jane is currently performing at a second grade level in the fifth grade).

2. Inappropriate Use of Percentages (i.e., Bill will improve his reading by scores by 80%.

Stage III: Instruction and Intervention

This stage includes the implementation of the IEP and monitoring student progress. If the evaluation process identifies a student as having a learning disability, the school-based committee then develops an Individual Instructional Program for the student. On the next page there is a discussion of the IEP process. PLACEMENT CANNOT BE DETERMINED BEFORE THE IEP IS WRITTEN.

Course Documents

Current Location: Medical Aspects

[Top] : [Unit 3: School Services] : Medical Aspects

Attention Deficit Disorders and ADHD

There are several very good web sites that provide accurate information about Attention Deficit Disorders and Attention Disorders/ Hyperactivity Disorder. Below you will find a "Table of Contents" list of links to review for this topic. As you are reviewing these resources take notes so that you can answer the following questions:

1. What are ADD and ADHD?

2. What causes ADD/ADHD?

3. How is ADD/ADHD diagnosed?

4. What are the recommended treatments for ADD/ADHD?

5. What techniques or approaches are used to manage ADD/ADHD in the classroom?

TABLE OF CONTENTS

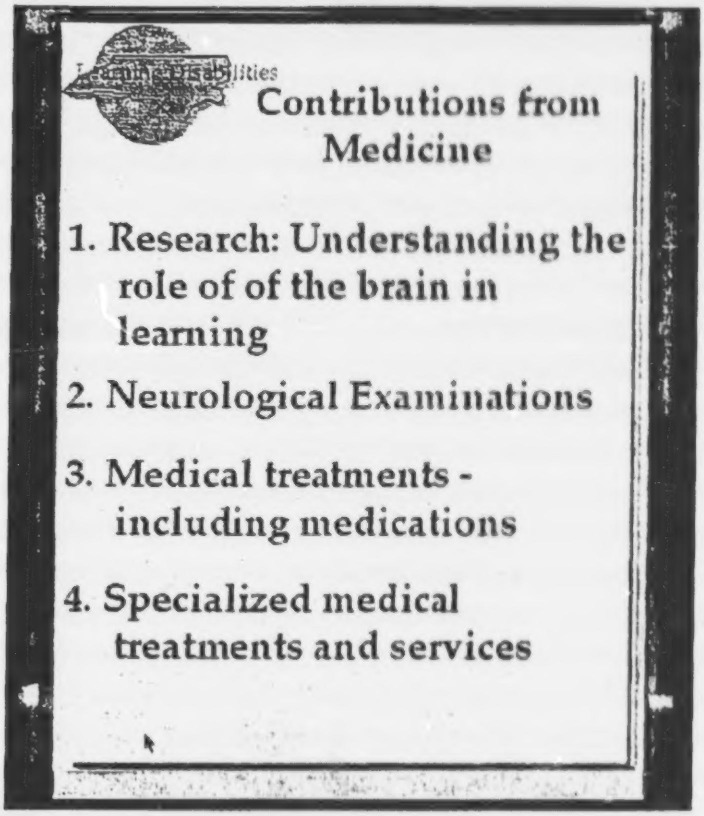
An Overview of ADD/ADHD

Classroom Management of ADD/ADHD

Issues in the identification and management of ADD/ADHD

Resources at LD Online: An excellent series of readings on ADD/ADHD

Contributions from the Medical & Allied Health Professions



Learning Disabilities

Contributions from Medicine

1. Research: Understanding the role of of the brain in learning
2. Neurological Examinations
3. Medical treatments - including medications
4. Specialized medical treatments and services

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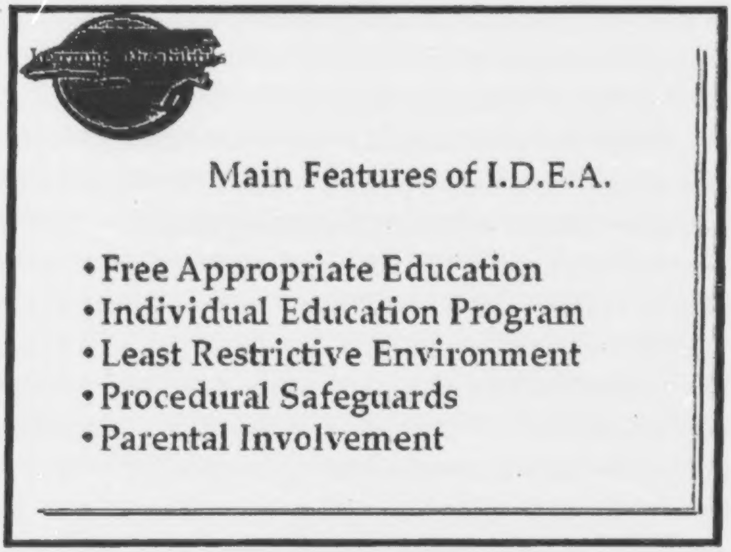
Course Documents

Current Location: IDEA

[Top] : [Unit 3: School Services] : IDEA

Lecture Notes

The IEP is a cornerstone of the Individuals with Disabilities Education Act. The difficulties we have with IEPs are not due to an ineffective concept, but rather due to poor implementation--how we develop and how we use them.

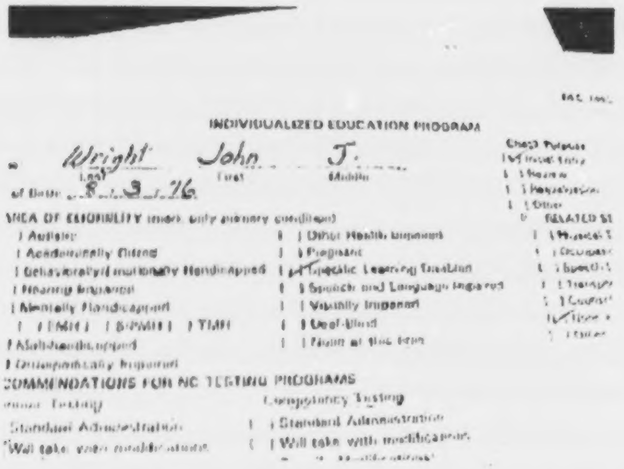


Main Features of I.D.E.A.

- Free Appropriate Education
- Individual Education Program
- Least Restrictive Environment
- Procedural Safeguards
- Parental Involvement

The first federal law established to assure that all students with disabilities receive a free and appropriate education was passed in 1975 as Public Law 94-142. Since then, there have been several re authorizations of the law which is now known as the Individuals with Education Disabilities Act (IDEA). All teachers should have a working knowledge of the IDEA, and to its components and their requirements. Although compliance with the IDEA does not, by itself, assure that a student with a disability will receive the instruction and services needed for success, it does provide a foundation for effective instructional and related services. Without the foundation which IDEA provides, it would be very difficult to provide the unique instructional and related services needed for individual students to be successful in school and later in life.

The slide below lists the major features of IDEA.



[redacted] [redacted]

INDIVIDUALIZED EDUCATION PROGRAM

Wright John J.
Last First Middle

of Birth 8-3-76

AREA OF ELIGIBILITY (mark only primary condition)

( ) Autistic
( ) Academically Gifted
( ) Behaviorally/Emotionally Handicapped
( ) Hearing Impaired
( ) Mentally Handicapped
( ) EMH ( ) SPMH ( ) TMH
( ) Multihandicapped
( ) Orthopedically Impaired
( ) Other Health Impaired
( ) Pregnant
(✓) Specific Learning Disabled
( ) Speech and Language Impaired
( ) Visually Impaired
( ) Deaf-Blind
( ) None at this time

RECOMMENDATIONS FOR NC TESTING PROGRAMS

Competency Testing
( ) Standard Administration
( ) Will take with modifications

The National Information Center for Children and Youth with Disabilities (NICHCY) has developed a self training manual on IDEA which will provide you with an excellent understanding of the law and its various components. If you do not have a thorough background and understanding of IDEA, use the manual to develop your knowledge and understanding of the law. If you believe you have a good working knowledge of the law, peruse the training manual to make sure you are up to date on the most recent changes that have been made as a result of the 1997 re-authorization.

Click here to access the NICHCY training manual

To listen to a discussion about special education services in the public schools of North Carolina Click Here. You will need to have Real Player installed as a plug-in on your computer. It's FREE! If you don't already have it, download it at www.real.com.

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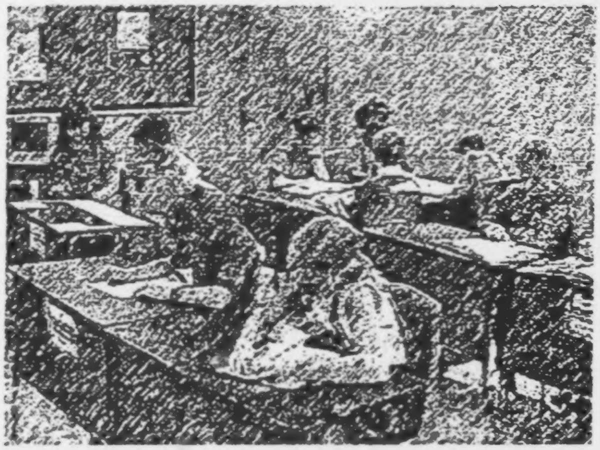
Course Documents

Current Location: Effective Programs

[Top] : [Unit 3: School Services] : Effective Programs

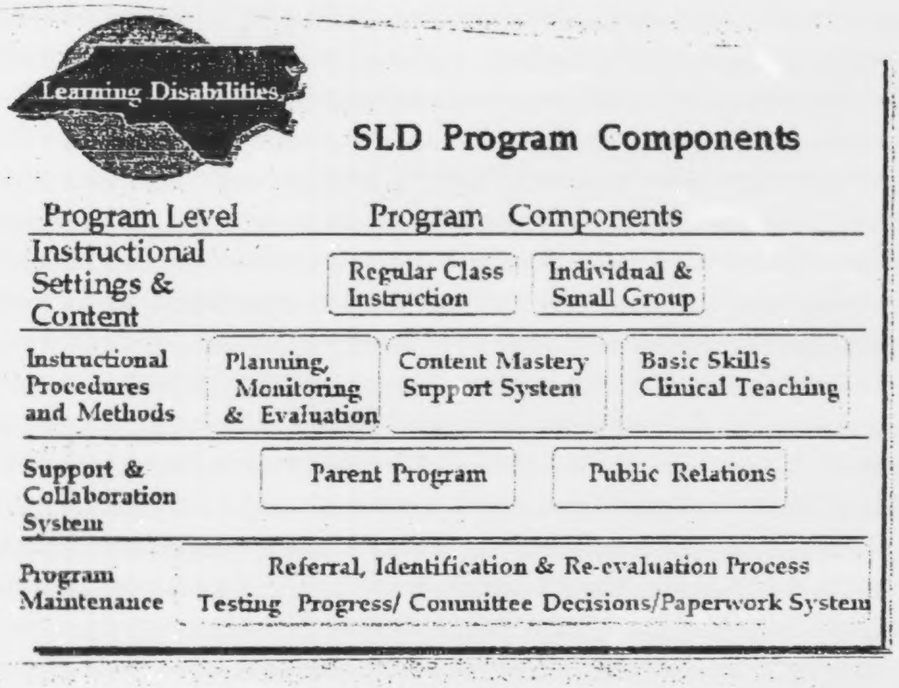
Lecture Notes



Keeping students on the learning task is an essential element of an effective inclusion classroom.

COMPONENTS OF EFFECTIVE PROGRAMS

To operate a comprehensive program which will meet the needs of a variety of students with learning disabilities in your school building a variety of instructional and related services will need to be available. The slide below presents eight components that are necessary if the needs of a variety of students with learning disabilities are to be met.


Learning Disabilities

SLD Program Components

Program Level	Program Components		
Instructional Settings & Content	Regular Class Instruction	Individual & Small Group	
Instructional Procedures and Methods	Planning, Monitoring & Evaluation	Content Mastery Support System	Basic Skills Clinical Teaching
Support & Collaboration System	Parent Program	Public Relations	
Program Maintenance	Referral, Identification & Re-evaluation Process Testing Progress/ Committee Decisions/Paperwork System		

INSTRUCTIONAL SETTINGS AND CONTENT

Regular Class Instruction. All students with learning disabilities need to keep up to grade level in the standard course of studies. Inclusive regular classes provides the student with the opportunities to keep up with the content and knowledge in the curriculum. This can be accomplished by operating a collaborative program which provides the student with learning strategies training, self-monitoring skills, and a variety of modifications in the classroom to by pass and/or strengthen the cognitive weaknesses that are contributing to the learning disability. This component calls for a qualified regular class teacher(s) as well as qualified specialist in learning disabilities. The goal of the regular class instruction is to keep the student's KNOWLEDGE AND UNDERSTANDING OF THE COURSE CONTENT up to grade level. Students with learning disabilities will often need a variety of testing accommodations to demonstrate knowledge and understanding of the course content. These are necessary to assure that the specific learning disability of the student is not preventing his or her expression of the content knowledge which she or he knows and understands. Management of an effective inclusion program requires trained teachers, flexible and ample classroom space, instructional resources, and collaborative planning time available to the teachers.

Individual and Small Group Instruction. In addition to regular class instruction, programs for students with learning disabilities will need to provide individual and/or small group instruction to meet the unique needs of students. Students with severe basic academic skills deficiencies (reading, writing, and/or math) will need direct explicit and intensive instruction individually and/or in small groups with a teacher who is qualified to teach students with severe basic skills deficiencies. A student who is several years behind grade level in reading is not going to catch up by listening to the teacher and/or other students read. Certainly that will help with comprehension of

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content knowledge, but will do little to develop basic skills that need direct attention. Furthermore, outside the first three years of elementary school the vast majority of teachers are not skilled in teaching developmental basic skills.

INSTRUCTIONAL PROCEDURES AND METHODS

Planning, Monitoring & Evaluation

Although, planning, monitoring and evaluation are often thought of as non-instructional activities, in actuality they are essential aspects of instruction. Without adequate planning time the process of clinical teaching is completely undermined. Teachers need time to review IEPs and correlate weekly and daily instructional plans with the them. Frequent, if not daily, monitoring of student progress is also extremely important. The results of the monitoring informs instructional planning and also provides student and feedback information. Using the information from frequent monitoring of students, evaluation of the effectiveness of instructional strategies and procedures can be conducted. If there is little progress, changes will need to be planned and implemented.

Content Mastery Support System

Students with learning disabilities placed in regular classes need additional support to stay on grade level. These may include: (a) instructional accommodations and modifications, (b) testing accommodations, (c) instruction in the use of metacognitive learning strategies, and (d) individual counseling and guidance. If planned carefully, these supports can be provided in the regular class without drawing undue attention to the student's needs for special assistance.

Basic Skills Clinical Teaching

It is very unusual for a student who is significantly behind grade level to receive the type and level of instruction necessary to bring him or her up to grade level. Beyond third grade, most regular class teachers are not skilled in assessing and teaching developmental basic skills. Teaching reading and spelling to students with learning disabilities involves assessing and teaching phonological awareness and decoding as well as teaching comprehension. Although we all know how to read, we do not become good reading teachers without developing specific skills in teaching reading. And, even if the regular class teacher is skilled in assessing and teaching basic skills, with a class of 20 to 30 students, they are not going to have the time to provide the intensive and explicit instruction needed to remediate the basic skills deficits. An effective program for students with learning disabilities will provide, for students who need it, individual and/or small group instruction that includes assessment of the student basic skills strengths and weaknesses and explicit and intense instruction.

SUPPORT & Collaboration System

Parent Program

As part of the learning disabilities program, all schools should have an organized program of working with parents. The program should include a process for communicating with parents on a regular basis, providing frequent information about their child's progress, and collaboration in planning the students educational program.

Public Relations

Does your school have a written statement, such as a brochure or information manual, about the services available for students with leaning disabilities? Do all the teachers in your school have the same understanding and knowledge about the LD services provided by the school? Every school needs some process of informing parents, teachers, students, and the public in general about the services provided and why they are provided. This could be as simple as a small information brochure, or better yet, a section in a schoolwide information brochure.

PROGRAM MAINTENANCE

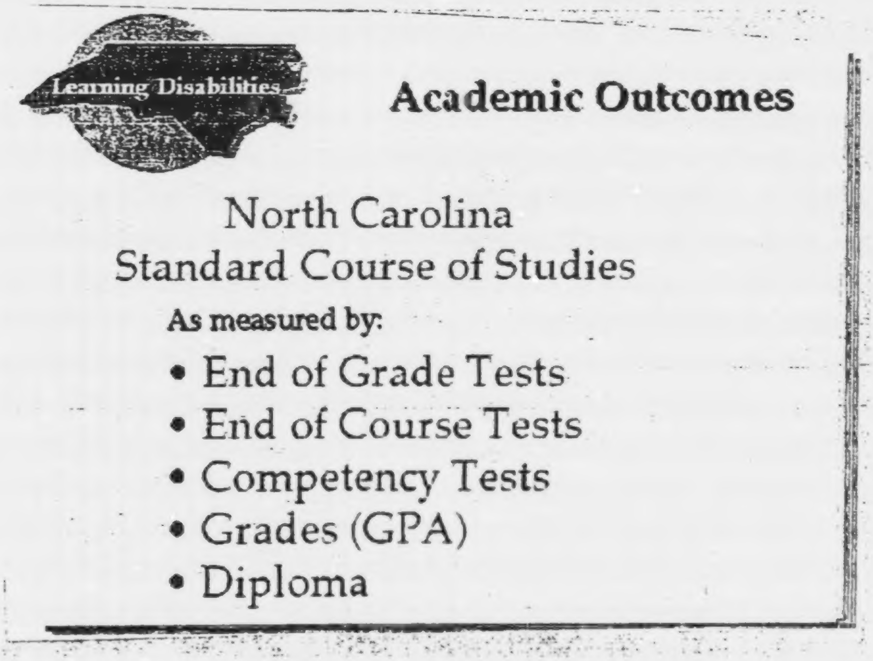
All schools have a referral, evaluation and identification process that is followed. In some schools these essential "program maintenance" activities are well organized and run efficiently and in other schools they are poorly organized and can effect the whole program.

Course Documents

Current Location: Student Goals

[Top] : [Unit 3: School Services] : Student Goals

Lecture Notes



Learning Disabilities

Academic Outcomes

North Carolina
Standard Course of Studies

As measured by:

- End of Grade Tests
- End of Course Tests
- Competency Tests
- Grades (GPA)
- Diploma

Picture Above: Students with learning disabilities should be in the regular class for most of the day.

WHAT GOALS AND EXPECTATIONS SHOULD WE HAVE FOR STUDENTS WITH LEARNING DISABILITIES?

The official expectation for students who have been identified as having a learning disability is that, with the appropriate instruction and resources, virtually ALL students identified as having a learning disability can achieve at grade level and graduate with a high school diploma. Why then do the results of the 1997-1998 End-of-Grade Basic Skills Tests show that the percentage of students with learning disabilities scoring at or above grade level is approximately 1/3 of the percentage of non-disabled students scoring at or above grade level?

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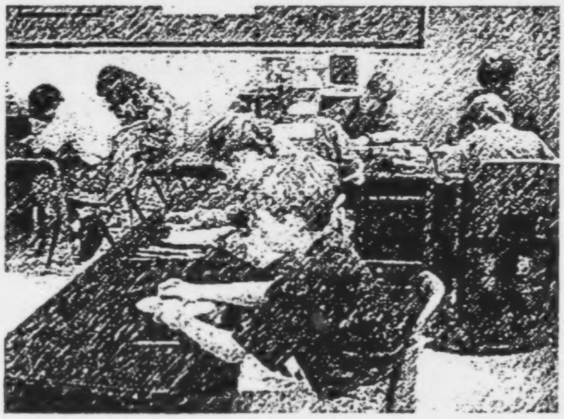


There are three possible explanations listed below. Choose the option you think is the best explanation; then read the feedback on your choice following the three options.

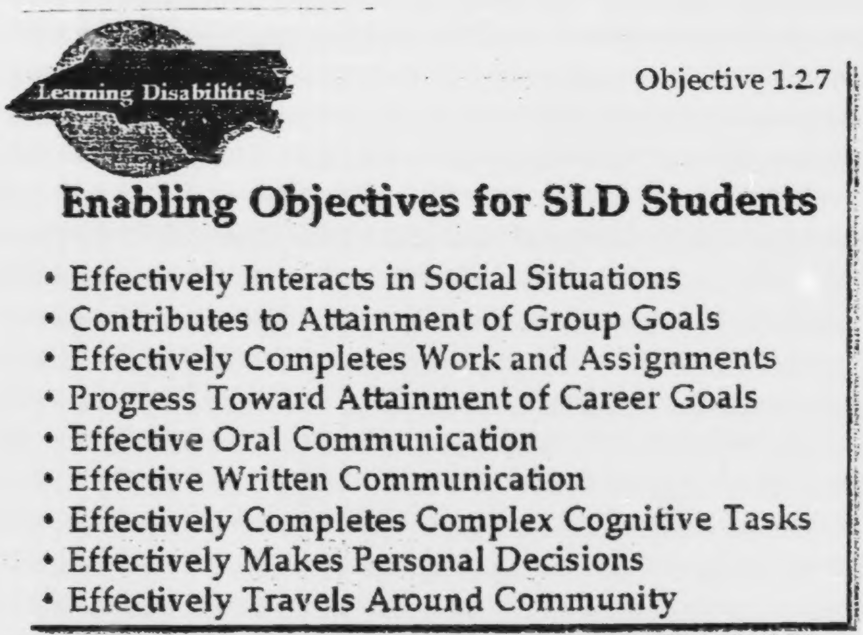
1. It is unrealistic to think that students with a learning disability will have the ability to stay at grade level no matter how good the instruction or regardless of the resources made available.

2. Many students are inappropriately identified as having a learning disability. Most of these students have borderline intelligence or are EMD, and are just not capable of achieving at grade level.

3. The grade level expectation is realistic. However, the schools just do not have the resources to provide the types of instruction needed to keep the student on grade level.

FEEDBACK:

Option 1



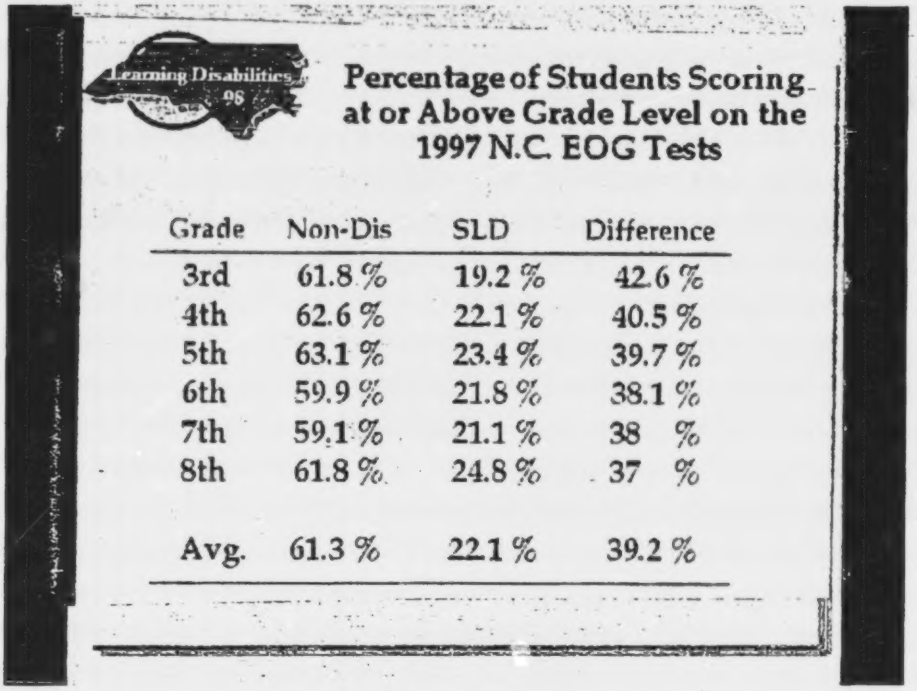
Learning Disabilities

Objective 1.2.7

Enabling Objectives for SLD Students

- Effectively Interacts in Social Situations
- Contributes to Attainment of Group Goals
- Effectively Completes Work and Assignments
- Progress Toward Attainment of Career Goals
- Effective Oral Communication
- Effective Written Communication
- Effectively Completes Complex Cognitive Tasks
- Effectively Makes Personal Decisions
- Effectively Travels Around Community

Option 2

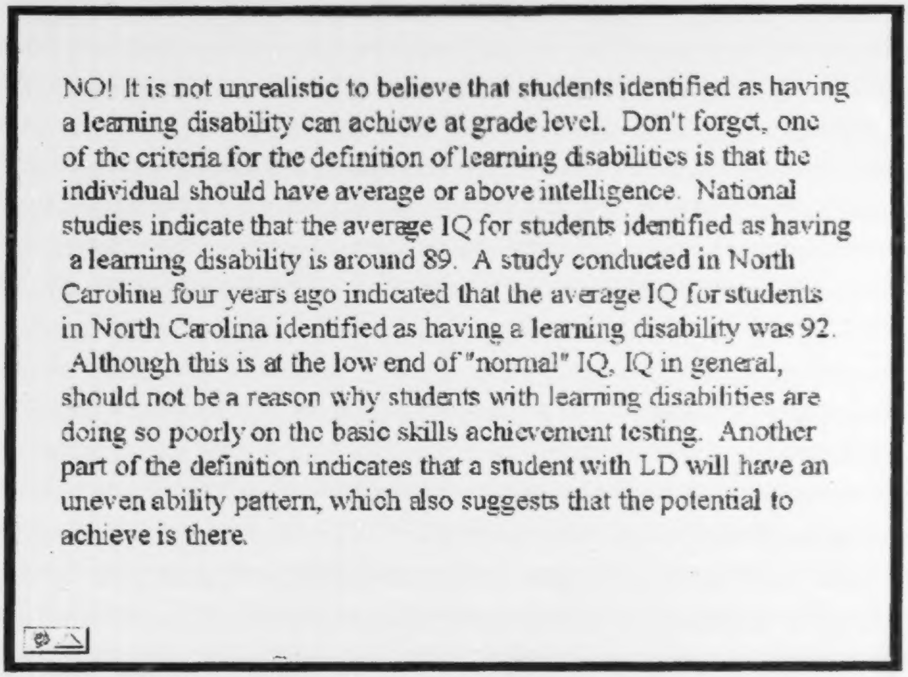


Learning Disabilities 96

Percentage of Students Scoring at or Above Grade Level on the 1997 N.C. EOG Tests

Grade	Non-Dis	SLD	Difference
3rd	61.8 %	19.2 %	42.6 %
4th	62.6 %	22.1 %	40.5 %
5th	63.1 %	23.4 %	39.7 %
6th	59.9 %	21.8 %	38.1 %
7th	59.1 %	21.1 %	38 %
8th	61.8 %	24.8 %	37 %
Avg.	61.3 %	22.1 %	39.2 %

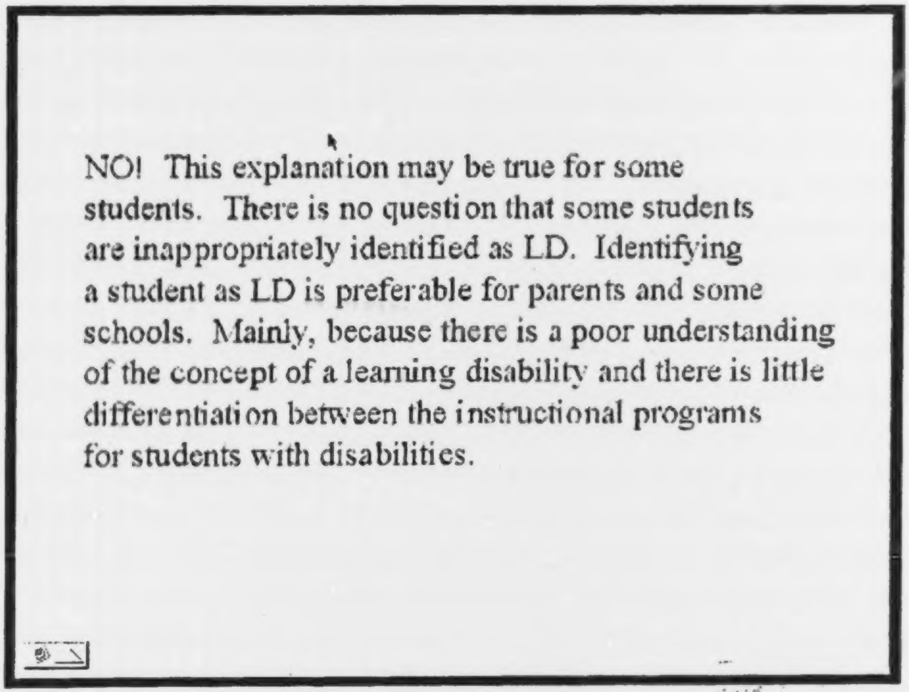
Option 3



NO! It is not unrealistic to believe that students identified as having a learning disability can achieve at grade level. Don't forget, one of the criteria for the definition of learning disabilities is that the individual should have average or above intelligence. National studies indicate that the average IQ for students identified as having a learning disability is around 89. A study conducted in North Carolina four years ago indicated that the average IQ for students in North Carolina identified as having a learning disability was 92. Although this is at the low end of "normal" IQ, IQ in general, should not be a reason why students with learning disabilities are doing so poorly on the basic skills achievement testing. Another part of the definition indicates that a student with LD will have an uneven ability pattern, which also suggests that the potential to achieve is there.

EXPECTED OUTCOMES

The slides below display the areas of outcomes that students with learning disabilities are expected to achieve. The expected outcomes can be divided into two main categories (A) Academic Achievement, or Performance Outcomes, and (B) Process or Enabling Outcomes.



NO! This explanation may be true for some students. There is no question that some students are inappropriately identified as LD. Identifying a student as LD is preferable for parents and some schools. Mainly, because there is a poor understanding of the concept of a learning disability and there is little differentiation between the instructional programs for students with disabilities.

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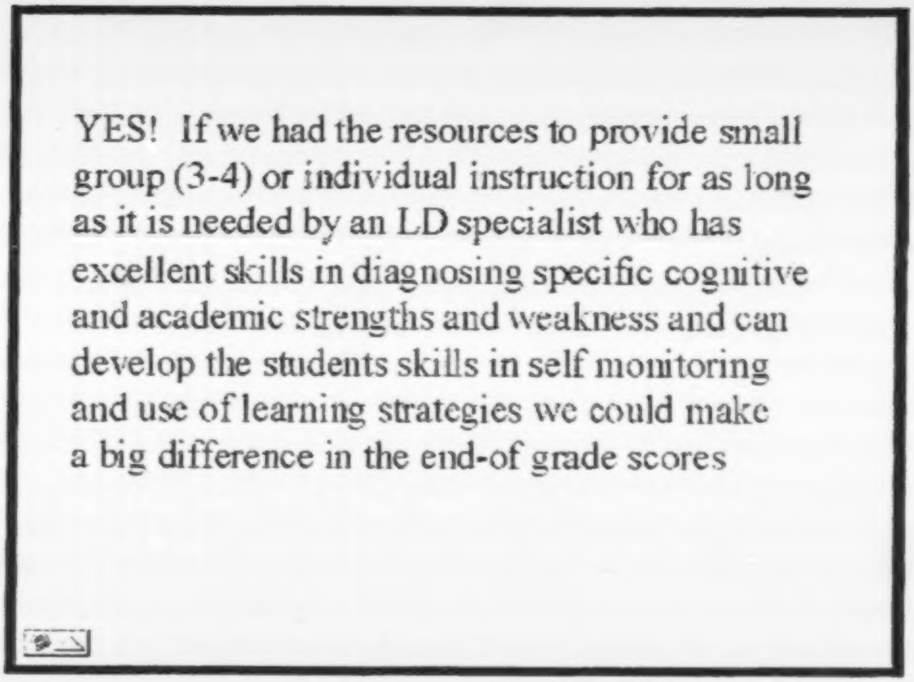
Academic Expectations and Outcomes

As can be seen in the this first slide, all students with learning disabilities are expected to be receiving the North Carolina Standard Course of Studies curriculum, as opposed to a modified course of studies. Here the term curriculum is only referring to the content and the goals and objectives for students at each grade level and the expected demonstrable outcomes for graduation with a diploma. There are several compelling reasons why it is important to keep students with learning disabilities in the standard curriculum and in the state achievement testing program. First, as we discussed above, IF the student has been identified correctly, and IF he or she receives an instructional program that meets the unique instructional needs (which we will talk about in the next topic) of the student, and IF the appropriate testing accommodations are made, and IF there are no other factors impacting on motivation and learning, the LD student should be able to achieve at grade level. This also means that students with learning disabilities should also be taking all the tests listed on the slide. At the secondary level, students should also be maintaining a passing Grade Point Average. Finally, they should be graduating at the same rate as non-exceptional students.

Enabling or Process Outcomes

Enabling or Process Objectives, or outcomes, refer to those personal skills which facilitate learning. Without these types of skills, learning and applying knowledge and skills to the real world will be difficult. Many LD students with attention, language, and/or executive control problems related to their cognitive strengths and weaknesses need explicit step-by-step instruction if these "process" skills are to be developed to a level to facilitate learning and achievement on grade level. The slide below presents a list of enabling skills that are important to include in your instructional curriculum for students with learning disabilities.



YES! If we had the resources to provide small group (3-4) or individual instruction for as long as it is needed by an LD specialist who has excellent skills in diagnosing specific cognitive and academic strengths and weakness and can develop the students skills in self monitoring and use of learning strategies we could make a big difference in the end-of grade scores

Not all LD students will have a need for extensive instruction in all these areas. However, using a clinical teaching process, it is important to assess the level of each of these skills to determine if direct instruction is needed in that area.

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Course Documents

Current Location: Teacher Competencies

[Top] : [Unit 3: School Services] : Teacher Competencies

Lecture Notes

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A teacher who is trained and certified in the area of Specific Learning Disabilities should have a unique array of knowledge and skills if she or he is going to be effective in assuring the appropriate progress of students. These skills fall into five categories as shown in the following chart.If your goal is to become a competent teacher of students with learning disabilities, when you complete your training, including experience activities, you should be able to demonstrate each of these skills.

Let's review this list again in an easier to read format. Reflect on each of the competencies in the list. When you have completed the review, conduct the "Self Assessment" at the end of the competency list.

SLD TEACHER COMPETENCIES

A. Concepts, Causes and Characteristics

A1 Use the concept of Specific Learning Disabilitiy and the various definitions

A2 Use information about prevalence, causes and characteristics

A3 Identify the cognitive disability areas in students with specific learning disabilities

A4 Identify appropriate academic and enabling outcomes for SLD students

B School Programs, Law, & Team Collaboration

B1 Use effective communications interpersonal and collaboration skills

B2 Use and apply the legal requirements for SLD students

B3 Implement the necessary program components of effective SLD school programs.

B4 Provide leadership in implementing the Assessment-Teaching process

C Assessment, Planning and Evaluation

C1 Use individual standard achievement tests to determine performance

C2 Develop and use informal, curriculum-based tests

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C3 Provide leadership in developing appropriate IEPS and instructional plans

C4 Interpret and use a variety of tests and observational data

D Clinical (Diagnostic) Teaching: Basic Skills

D1 Use a clinical teaching approach to instruction in the basic skills

D2 Use clinical teaching to improve SLD students' reading skills

D3 Use clinical teaching to improve math skills of students

D4 Use clinical teaching to improve written language skills

E Instructional Modifications & Strategies

E1 Use, and direct the use of, appropriate models of teaching with SLD students

E2 Direct the use of appropriate instructional modifications in the regular classroom

E3 Provide direct instruction in the use of learning strategies

E4 Direct & manage individual and small group tutorial instruction

F Adaptive Classroom Environments

F1 Make classroom adaptations to accommodate SLD students instruction

F2 Adapt classrooms to accommodate a variety of learning styles

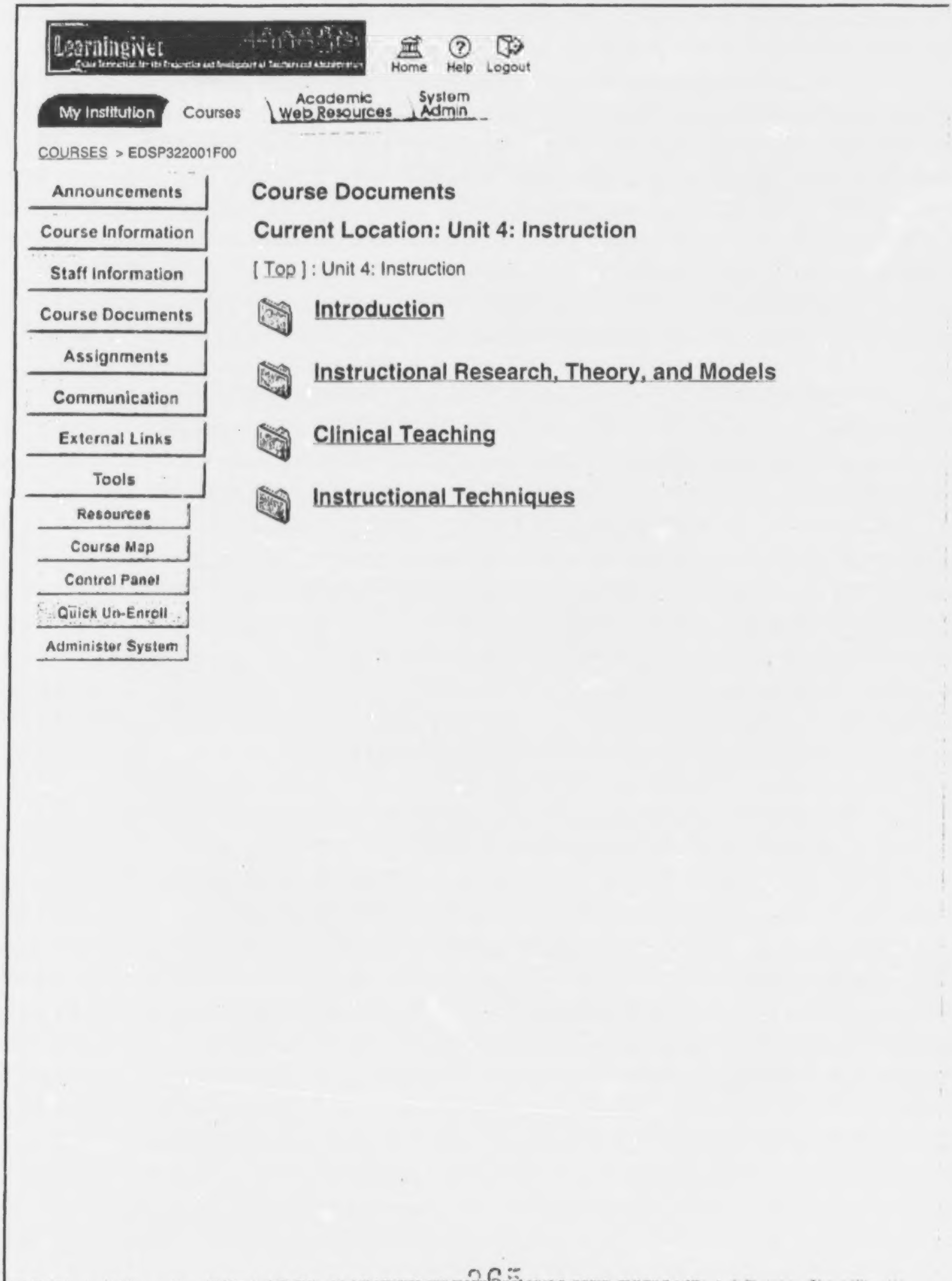
F3 Manage resources to accommodate students' needs

F4 Manage small & large groups of students to facilitate instruction

Self Assessment

Take a few minutes now to conduct a SELF ASSESSMENT of your competencies for teaching students with learning disabilities. When you click on Self-Assess/Competency Checklist below, you will be given the option of downloading it (suggestion: download it onto your desktop or harddrive). You should then be able to open, save, as well as print the checklist file. Complete the checklist and review your strengths and needs.

Self-Assess/Competency Checklist
Self-Assess/Competency Checklist (5814 Bytes)


LearningNet
Home
Help
Logout
My Institution
Courses
Academic Web Resources
System Admin
Announcements
Course Information
Staff Information
Course Documents
Assignments
Communication
External Links
Tools
Resources
Course Map
Control Panel
Quick Un-Enroll
Administer System

COURSES > EDSP322001F00

Course Documents

Current Location: Unit 4: Instruction

[Top] : Unit 4: Instruction

Introduction

Instructional Research, Theory, and Models

Clinical Teaching

Instructional Techniques

Course Documents

Current Location: Introduction

[Top] : [Unit 4: Instruction] : Introduction

Objectives

Unit 4 Objectives

4.1. Describe the importance of research in instruction and what we know about instructional procedures that work in teaching basic skills to students with learning disabilities.

4.2. Describe the clinical teaching process and demonstrate the skills teachers must have to provide effective clinical teaching. List three barriers that work against using a clinical teaching cycle approach in the regular classroom.

4..3. Describe the role of theory in planning and delivering educational services to LD students and briefly describe (1) developmental, (2) behavioral, (3) cognitive / information processing, and
(4) metacognitive / learning strategies theories.

4.4. List and describe four teaching models or approaches to the delivery of effective educational services for students with learning disabilities.

4.5 Define learning strategies and give examples of three different learning strategies that have been used effectively with students with learning disabilities.

Assignments

Unit 4 Readings

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities
Chapters 11, 12, 13, 14

In addition, review Unit 4 web pages and any links that you see (links to other web pages associated with the content and instructional objectives of the Unit 4.)

Course Documents

Current Location: Instructional Research, Theory, and Models

[Top] : [Unit 4: Instruction] : Instructional Research, Theory, and Models

From Research to Practice

Instructional Research, Theory and Models

From Research to Practice

All professions are built on a foundation of knowledge that is unique to that profession. Most professional knowledge is attained through research and/or documentation of best practices. All professions rely on research to improve the professions' effectiveness, whether it be the medical and allied health professions, mental health professions, legal professions, business professions or the education profession.

Educational research constitutes a significant component of the profession of Education. To hold their jobs or to receive merit promotions, most professors in Schools of Education and Teacher Education Departments in universities and colleges must demonstrate that they are contributing to the development of new knowledge. The assumption is that new knowledge will lead to application of that knowledge to promote more effective teaching and learning in K through 12 schools -- public and private.

In general, research assumes that through careful documentation and analysis of activities and/or behaviors and their results of activities, useful knowledge can be obtained to improve the profession. As stated by Hallahan and Kauffman, "For those who want to make decisions about service delivery issues based on reliable evidence about outcomes for students, research is critical." (page 451 in the 1st Edition text).

Problems with Educational Research in Special Education

There are a number of problems that are unique to educational research that have worked against using what has been learned in research to improve educational practices. These include:

1. The Purpose and Outcomes of Education. There is frequently a disagreement about what are the important "outcomes" of education. For example, is the purpose of K through 12 education to prepare individuals to be responsible citizens in a democratic society or is the primary purpose to prepare individuals for the workplace to contribute to the economic superiority of the United States. Although these goals may overlap, they

may also call for very different outcome measures.

2. Measurement Procedures. When outcomes are agreed upon (i.e., all students should demonstrate an appropriate level of literacy to become a responsible citizen) frequently there is disagreement as to the procedures used to measure the outcomes. (i.e., end-of-grade basic skills achievement scores vs. the perceived quality of the students reading and writing performance).

3. Research Procedures. Disagreement about the adequacy of research procedures used to measure the effectiveness of instruction. For example, can you determine the effectiveness of a specific instructional technique or placement--without controlling the differences in the students' abilities--before the instructional technique or placement being studied was introduced to the students? Or, can you observe the changes in achievement of students already assigned to classrooms, and attribute those changes to the use of the instructional technique or placement in question?

4. The Impact of Philosophical Biases. Often educators' philosophical beliefs are more important to them in establishing what to teach and how to teach than using what has been learned from objective educational research. For example, the inclusion movement has been fueled by philosophical beliefs that students should not be "segregated" rather then objective evidence that demonstrates that included students with disabilities make more progress as a result of the inclusive placement.

5. Misinterpretation and/or Overgeneralization of Research Results. Frequently the results of research are misinterpreted or overgeneralized. An example of misinterpretation can be found on page 452 and 453 in Hallahan and Kauffman, in the1st Edition and on pages 80 through 88 in the 2nd Edition. Please review these pages carefully.

To combat these difficulties with the use of and interpretation of reset on instruction for students with disabilities, the National Center to Improve the Tools of Educators have established a set of standards for educational leaders to help guide systemic educational reform. Take a few minutes now to go their web site and review the standards. As you review the standards answer these questions:
1. What are the five standards topics?
2. How do the standard employ the use of research results?

Standards for Educational Reform

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Note: You will need Adobe Acrobat Reader to open this file. Save the file to your desktop. Then, double-click on the file to open it. If the file does not open, then Search for the Acrobat Reader on your computer. Open this application. Then within the application, open the file. If you have problems with this process contact Jenn Sorrow at jsorrow@northcarolina.edu

Research Summary

Research Summary (24411 Bytes)

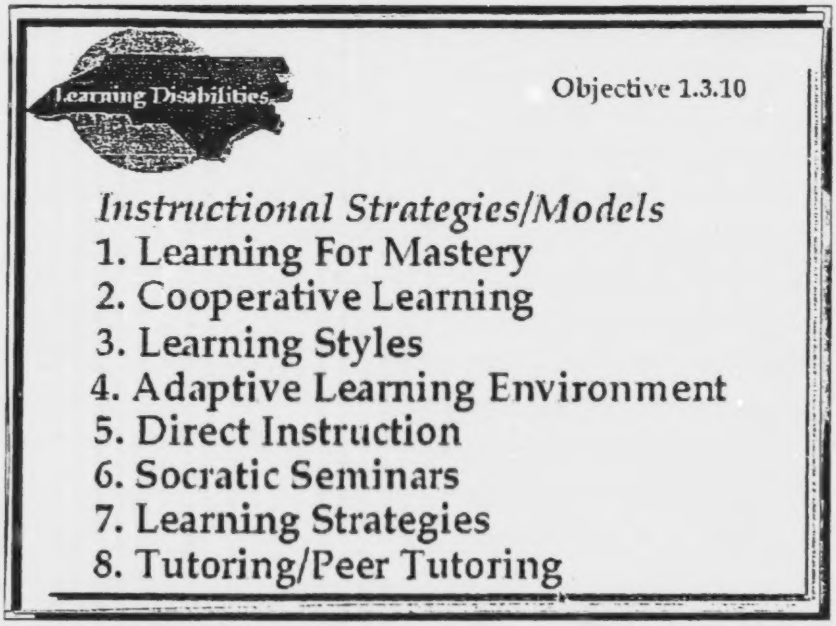
What Does Research Tell Us about Teaching Students with Learning Disabilities?

As part of the Individuals with Disabilities Education Act, the U.S. Government provides funds to conduct instructional research with the goal of improving the education of students with disabilities. Millions of dollars are spent each year. Each year the US Department of Education publishes a report to document the progress that has been made in meeting the mandates of IDEA which summarizes what has been learned about instruction that works for students with disabilities. Above is a link to the research findings reported in the 1997 IDEA Annual Report. Click on the file and save it to your desktop; then open it directly by double-clicking on it (Alternatively, you can open Microsoft Word first, and then under the file menu, select Open, and browse your desktop to open the file you saved).

Please review these findings, and then answer this question: What does the research tell us about organizing instruction for students with learning disabilities.?

Models of Teaching that work with LD Students

The slide below lists several models or approaches to instruction that been used effectively with students with learning disabilities.



Learning Disabilities

Objective 1.3.10

Instructional Strategies/Models

1. Learning For Mastery
2. Cooperative Learning
3. Learning Styles
4. Adaptive Learning Environment
5. Direct Instruction
6. Socratic Seminars
7. Learning Strategies
8. Tutoring/Peer Tutoring

Learning for Mastery

Go here for an article on the Learning for Mastery Model.

Direct Instruction

Go here for a discussion on the Direct Instruction Model.

Review this chapter on Learning Styles

Learning Strategies

Read this material on the Learning Strategies Model

Peer Tutoring

Peer Tutoring has been found to be a very effective learning strategy designed to review and extend knowlege and skills of students with learning disabilities. The strategy is used to review for quizes, tests or exams as well as to reinforce memory and understanding of knowledge. Links to a chapter on the Peer Tutoring Model are provided below. The chapter is in two parts which are linked separately. Please review the chapter on line or, print the chapter for a copy to review off line.

Peer Tutoring 1

Peer Tutoring 2

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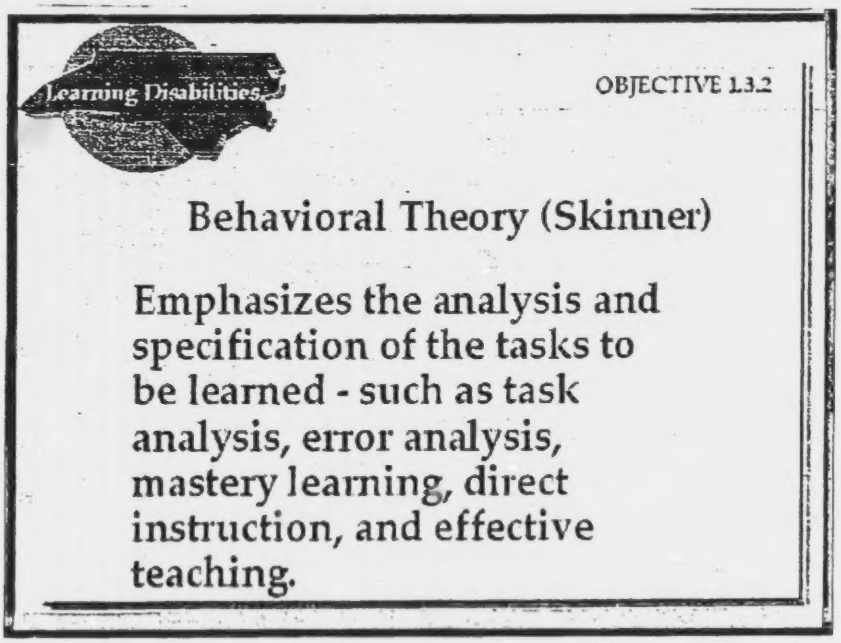
Theory and Instruction
Theory and Instructon

This topic begins with a review of why learning theory is important to teachers and instruction, followed by a brief review of three learning and development theories that may contribute to the design and planning of instruction for students with learning disabilities:

1. Behavioral Theory
2. Developmental Theory
3. Cognitive Theory

Every profession has its own set of theories that form the basis for the main ideas and concepts used in the implementation of professional activities. In education, learning theories are continually being tested by studies designed to demonstrate the usefulness of the theory. Learning theories are not factual statements about how individuals learn. Rather, they are organized comprehensive statements about how individuals learn, usually with a certain amount of support from the professional literature, observations, and research.

Theory is important in the field of learning disabilities because it provides a foundation for the organization and delivery of instruction. As can be seen in the slide below, theory provides a framework for what you teach, how you teach, and why you teach the way you do.



Learning Disabilities

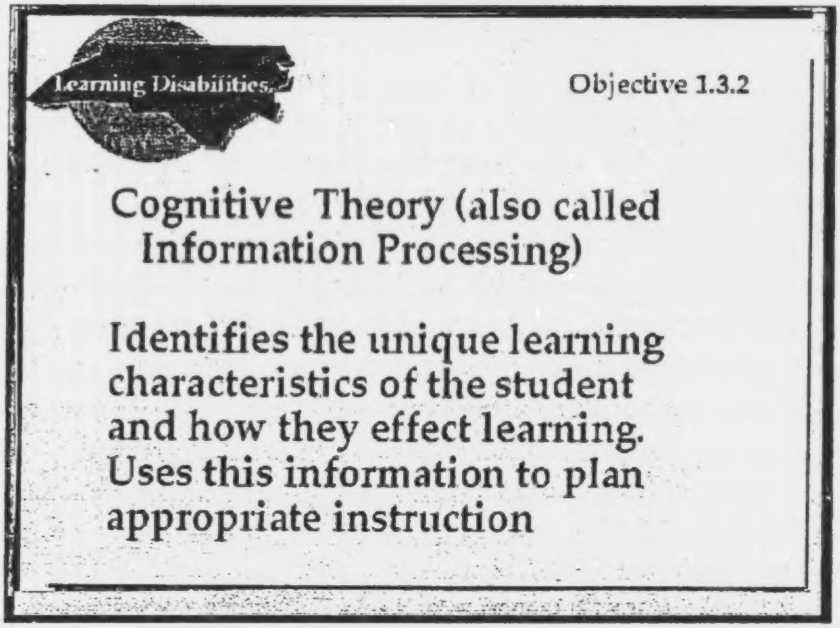
OBJECTIVE 1.3.2

Behavioral Theory (Skinner)

Emphasizes the analysis and specification of the tasks to be learned - such as task analysis, error analysis, mastery learning, direct instruction, and effective teaching.

Behavioral Theory

Behavioral theory is built on the early work of B.F. Skinner and is much in evidence of what goes on in public school classrooms today. Behavioral theory has been used extensively in programs for students with disabilities through the years.



Learning Disabilities

Objective 1.3.2

Cognitive Theory (also called Information Processing)

Identifies the unique learning characteristics of the student and how they effect learning. Uses this information to plan appropriate instruction

Many educators think of behavior theory in terms of behavior modification and/or behavior "conditioning." Actually, the application of behavioral theory in the classroom is much broader than that. Activities in classrooms that have emerged from behavior theory include:

1. Using instructional objectives.
2. Providing feedback to students indicating how they are doing.
3. Posting classroom rules for behavior with the consequences for following the rules or breaking the rules.
4. Breaking down the content to be learned into a series of specific tasks.
5. Assessing students' abilities to gain information about what skills have been attained and what skills have not been attained.

Developmental Theory

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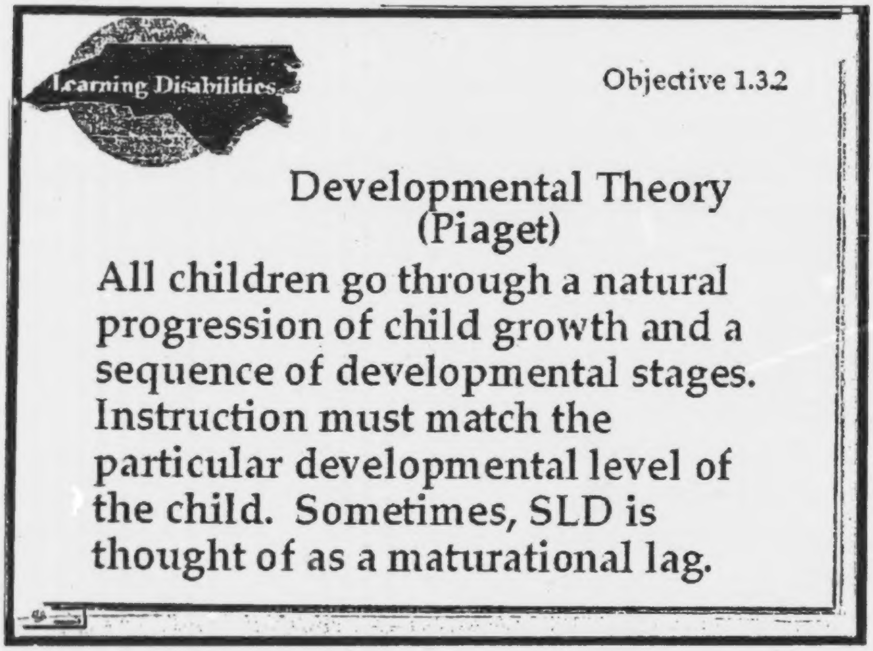


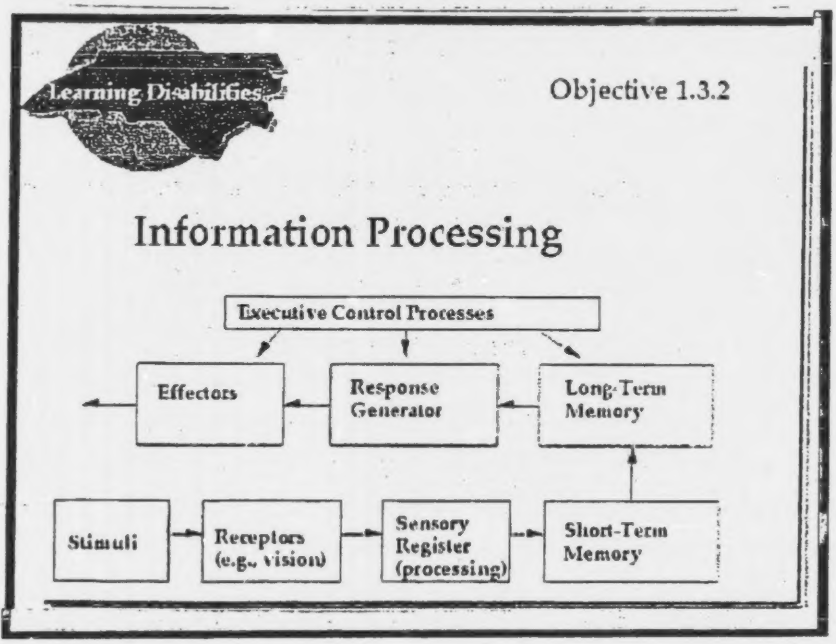
Learning Disabilities

Objective 1.3.2

Developmental Theory (Piaget)

All children go through a natural progression of child growth and a sequence of developmental stages. Instruction must match the particular developmental level of the child. Sometimes, SLD is thought of as a maturational lag.

Developmental theories support the belief that the development of learning skills and thinking abilities are developmental and sequential, and are linked to the maturation process of the individual. Jean PiagetClick here to review a short biography of Jean Piaget., one of the best known developmental psychologists, who helped develop many of the currently held concepts in development theory.



Learning Disabilities

Objective 1.3.2

Information Processing

Executive Control Processes
Effectors
Response Generator
Long-Term Memory
Stimuli
Receptors (e.g., vision)
Sensory Register (processing)
Short-Term Memory

The application of the developmental theory to the field of learning disabilities would suggest that the learning disabilities demonstrated are caused by developmental lags

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or immaturity. Also, trying to speed up the maturation with instructional intervention is considered by many developmental theorists to cause more harm than good. A major concept of developmental theory is "readiness for learning." If the student is not maturationally ready to learn specific concepts or or skills, instruction aimed at developing those skills will be fruitless.

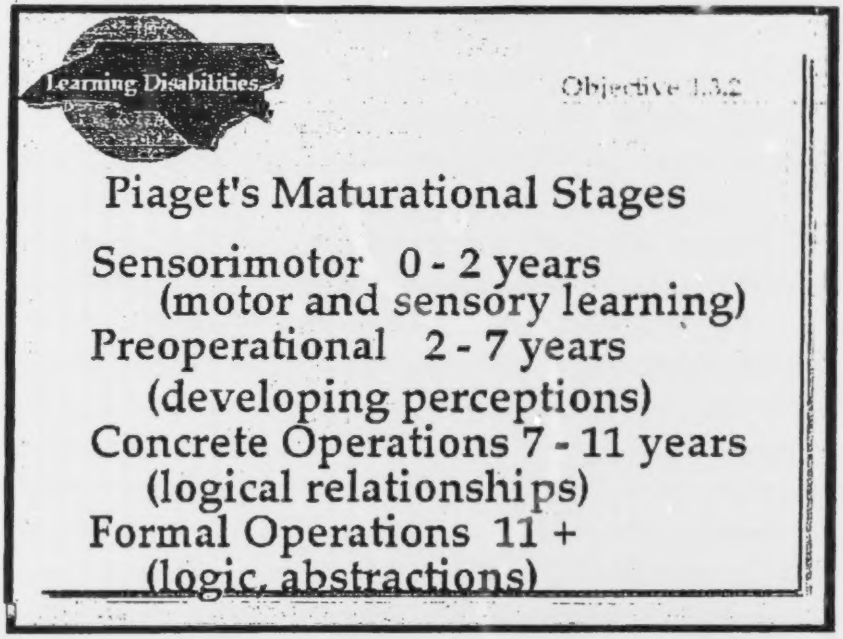
More on developmental theory.

Go to the link below to see how developmental theory is applied to the curriculum in a school. Be sure to review the "Curriculum" page at this web site, where you will find links to a definition of developmental theory and examples of the curriculum procedures used to reflect developmental theory.

To the extent that the concept of readiness overlaps with the individual's cognitive strengths and weaknesses, developmental theory may overlap with cognitive theory as applied in this course.

Cognitive Theory

The approach used in this course to provide instruction for students with learning disabilities primarily reflects cognitive learning theory, although elements of behavior theory are also reflected in the planning of actual instruction and learning activities.


Learning Disabilities

Objective 1.3.2

Piaget's Maturational Stages

Sensorimotor 0 - 2 years
(motor and sensory learning)
Preoperational 2 - 7 years
(developing perceptions)
Concrete Operations 7 - 11 years
(logical relationships)
Formal Operations 11 +
(logic, abstractions)

Cognitive theory is based on the assumption that learning is related to the cognitive abilities of the individual learner. Cognitive abilities, as discussed in Unit 2, are areas or clusters of abilities which provide the foundations for thinking, listening, speaking, reasoning, and learning. Indeed, the entire concept of learning disabilities is based on the assumption that learning disabilities cause neurological variations which, in turn,

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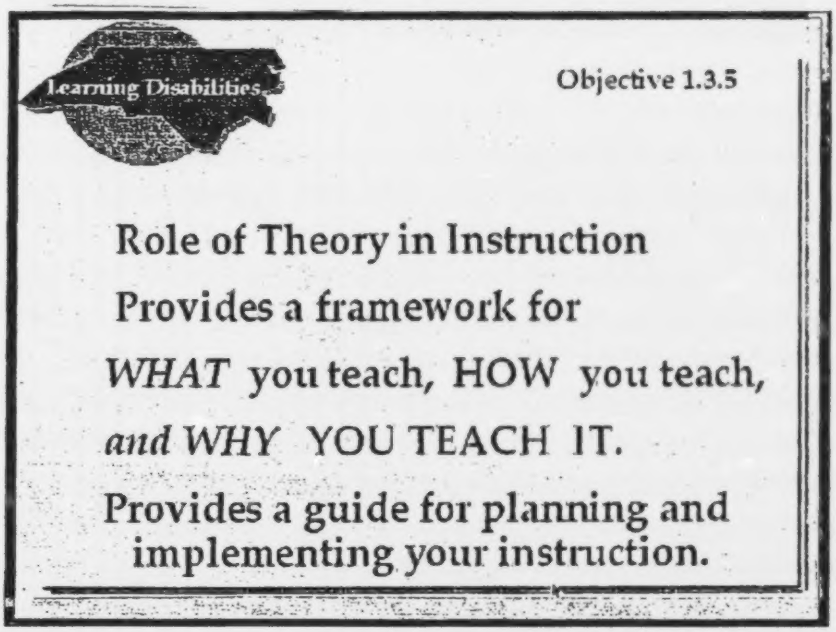
cause strengths and weaknesses in psychological processing.

The slide below presents a graphic of an information processing model of learning. For more on information processing theory, review in Hallahan, Kauffman & Lloyd the section on the Cognitive Model (page 141) and the ITPA (page 188), which is an assessment application of information processing.



Learning Disabilities

Objective 1.3.5

Role of Theory in Instruction

Provides a framework for

WHAT you teach, HOW you teach,

and WHY YOU TEACH IT.

Provides a guide for planning and implementing your instruction.

Also, return to the LD Online web site and review the articles on Processing Deficits. As you will note, the terms used to discuss the cognitive abilities areas are somewhat different than the terms used in Unit 2.

LD Online/Processing Deficits

Dr. Hallahan on instruction for LD students

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Course Documents

Current Location: Clinical Teaching

[Top] : [Unit 4: Instruction] : Clinical Teaching

Introduction to Clinical Teaching
CLINICAL TEACHING

Note to Participants: This section on Clinical Teaching applies the procedures of Clinical Teaching to general education classrooms. One of the roles of the LD specialist is to provide leadership and assistance for general classroom teachers in applying clinical teaching practices in their classrooms.

The use of a clinical/diagnostic teaching* approach to instruction assumes that the most effective way to meet the unique needs of a student with an identified disability is to individualize instruction based on a clinical assessment of the student's learning strengths, weaknesses, and instructional needs.

The use of a clinical teaching process to optimize the learning of students identified as having a disability is widely accepted by educators and psychologists, and is legally mandated in the Individuals with Disabilities Education Act (I.D.E.A.) through the use of an Individualized Education Program (I.E.P.).

STEPS IN THE CLINICAL TEACHING PROCESS

The steps in the chart below reflect the components of the clinical/diagnostic teaching process.

Steps in the

Clinical Teaching Process

Step 1: Gather Existing Information
Step 2: Collect Assessment Data
Step 3: Identify Student Needs
Step 4: Develop an Instructional Plan
Step 5: Provide Accommodations & Modifications
Step 6: Monitor Student Progress & Revise Instruction, as Needed

With a class of 25 to 30 students it will be impossible for you to provide personal, one-on-one instruction for each individual learner. You can individualize instruction, however, using a diagnostic approach to plan and provide appropriate individualized

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activities in a variety of ways through independent work, peer tutoring, small group activities, or even during large group instruction.

Step 1 in the Clinical Teaching Process

Summary of Existing Info (9091 Bytes)
Step 1:Gathering Existing Information

This step in the clinical-diagnostic teaching process includes developing (a) a summary of school history, (b) a statement of disability impact, and (c) unique needs and a summary of the IEP. Each of these are discussed briefly below.

(a) Summary of School History

A variety of sources of helpful information about students include:

- Cumulative Folder (which should include past academic and behavioral information including test results, grades, and grade promotions)
- The Student's IEP
- Interviews/Discussions with other professionals and parents

From the sources of information suggested above, develop a summary statement that includes a brief description of the student's school history including:

- School History and Performance

This section may include information about the student's class placements, academic achievement and strengths and weaknesses, grade retention, grade records, and classroom behavior.

Before you go on, click on the link (called Summary of Existing Info) at the beginning of this Step 1 document to review a completed example of a school history summary.

b. Disability Impact

Identify the specific type of learning disability (i.e., attention, auditory processing, etc.) and indicate how the disability is impacting on the student's ability to learn. If the sources of information indicated above provide little information about the specific type of learning disabilities or cognitive strengths and weaknesses, you will have to conduct classroom observations using informal classroom observation procedures as described in Unit 2 and in Project 1.

Now, return to the example Existing Information Form and review the section on the summary of the student's disability impact.

c. Unique Needs and Summary of the IEP

All students with an identifed disability must have an official Individual Educational Plan (IEP); and you, as one of the student's teachers, should have a copy of the IEP for each student enrolled in your class.

Here are the elements of the IEP that you need be aware of and be able to summarize:

The Unique Needs of the Student. What are the student's unique needs in relationship to learning and instruction?

The IEP Goals and Objectives: What are the goals and objectives specified in the IEP ?

Special Services and Instruction Needed. What are the special services and special instruction listed in the IEP ?

Now, return to the example Existing Information Form above and review the section on the summary of the IEP.

Step 2 in the Clinical Teaching Process

Step 2: COLLECTING ADDITIONAL INFORMATION

After you have completed gathering existing information about the student you are planning instruction for, you will still need current information about how the student is performing in your class in the content you teach. Here are two questions that additional assessment will help you answer:

- Have the student's abilities, skills or behaviors changed?
- How is the student doing in my class in the subject(s) I teach?

KINDS OF ADDITIONAL INFORMATION TO COLLECT

- Academic Skills
- Learning Skills
- Learning Preferences or Styles
- Personal and Social Behaviors

WAYS TO COLLECT ADDITIONAL INFORMATION

- Curriculum-based Tests and Quizzes
- Observations
- Analysis of Student's Work and Products

ASSESSING ACADEMIC SKILLS

Assessing Reading Skills

If you are a 1st-, 2nd-, or 3rd-grade teacher, teaching reading is a major part of your job. In collaboration with the LD specialist, it will be important to identify the specific reading tasks the student is having difficulty with and design instruction which will correct the difficulties. The research evidence is very clear that most LD students with reading disabilities have underlying problems with auditory processing, particularly in developing phonological awareness.

The student's skills in each of the areas you see in the chart below can be assessed to determine the specific types of instruction needed. Once you know what skill areas to concentrate on, to assure success, the best approaches to learning include direct, individual and intense instruction.

Assessing Writing Skills

To assess the writing skills of a student who is having difficulty with writing, break down the task of writing into specific skills, such as:

- Vocabulary
- Composition and Content
- Writing Mechanics
- Spelling
- Handwriting

Determine where the student is having difficulty through the use of observations and analysis of the student's writing.

Assessing Mathematic Skills

Again, the purpose of assessing specific academic skills is to pinpoint the skills that need more intensive and specific instruction. Is the student having problems with basic computation operations of addition, subtraction, multiplication or division. Or are there difficulties with higher-order thinking such as problem- solving and math reasoning?

Assessing Learning Skills

As we learned in Unit 2, the reason students with learning disabilities do not work up to their potential in some academic areas is that they have a dysfunction or variation in one or more of the following learning, or cognitive, skills:

- ATTENTION
- LANGUAGE
- MEMORY
- EXECUTIVE CONTROL/ORGANIZATION
- AUDITORY PROCESSING
- VISUAL PROCESSING
- FINE MOTOR DEVELOPMENT

Before you can plan instruction for a student it is important that you know which of these areas are strengths and facilitate academic learning and which of these areas are weak and act as a barrier to learning.

Cognitive skills are not always well documented in the student's IEP and cumulative folder. As we learned in Unit 2 and Project 1, you may want to gather additional information on how these skills are affecting the student's learning in your class.

Assessing Learning Preferences/Styles

Another way of gathering and using information about a student's learning skills is through the use of a Learning Styles or Preferences approach to instruction. This approach provides students with a variety of ways to learn new materials by matching the instructional process with the student's learning preferences. First, each student's learning preferences are determined by having the student fill out a questionnaire or rating scale. There are a number of questionnaires and rating scales used to assess learning styles.

The following link is to a chapter I wrote on Learning Styles several years ago. Review the article--particularly the section on assessing learning styles.

Learning Styles article

Assessing Your Teaching Preferences

Just as students have learning preferences, teachers have teaching preferences. What are your preferred methods of instruction and how do your teaching preferences match with your student's learning preferences?

Assessing Personal/Social Behaviors

Interests, Motivation and Attitudes. Student interests, motivation and attitudes are related to academic performance and mastery of the curriculum. Assessing level of motivation and attitudes can be very helpful in providing you with specific information which can be used to plan instructional accommodations and modifications as well as providing the basis for setting objectives for improvement of motivation and attitudes.

Personal and Interpersonal Behaviors. While some students are extremely cooperative, others are frequently disruptive or adversarial -- which can set a negative tone to your classroom atmosphere.

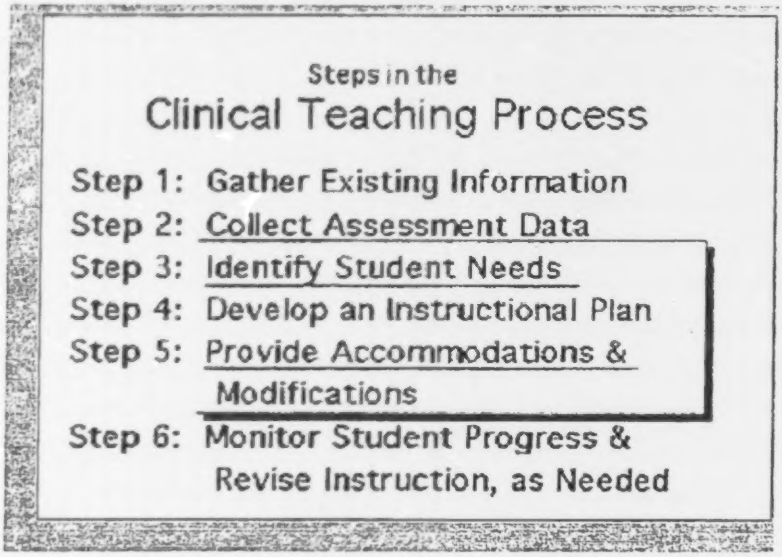
Handouts for Steps 3, 4, and 5

Steps 3, 4, and 5 in the Clinical Teaching Process
CtSp345.jpeg (77116 Bytes)

Step 3 - INSTRUCTIONAL PLANNING

At this point, you have assessed the learning environment of your classroom and completed steps 1 and 2 of the clinical teaching process: gather existing information about the student and collect informal assessment data.

This page will help you complete steps 3, 4, and 5: identify student strengths and needs, develop an instructional plan, and provide accommodations and modifications. You will use the plan you develop as a guide to implement the individualized instructional activities for the student.



Steps in the

Clinical Teaching Process

Step 1: Gather Existing Information
Step 2: Collect Assessment Data
Step 3: Identify Student Needs
Step 4: Develop an Instructional Plan
Step 5: Provide Accommodations & Modifications
Step 6: Monitor Student Progress & Revise Instruction, as Needed

COLLABORATION WITH THE SPECIAL SERVICES SPECIALIST

Before you begin planning, meet with a Special Services specialist in your school to talk about the overall goals for the student and the role your instruction will play in accomplishing those goals.

Generally, accommodations and modifications in the general education classroom are designed to facilitate the student's progress through the Standard Course of Studies curriculum, rather than to remediate deficiencies in basic skills.

Here are two important questions to consider:

* Will the accommodations and modifications provided in your classroom constitute the total special services for the student?

* Will the student need other special services in addition to your accommodations and modifications?

INTEGRATING INSTRUCTIONAL PLANS WITH THE IEP

It is important to develop instructional plans which are consistent with the long- and short-term objectives on the student's IEP.

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For students with disabilities whose IEP goals are to promote and maintain academic performance at or above grade level in the Standard Curriculum, your plan for accommodations and modifications may be the only special services the student receives. Sometimes, these efforts will be enough to keep the student functioning at the expected level; sometimes they will not be sufficient.

When accommodations and modifications are addressing a student's needs inrelationship to behavior needs as well as academic achievement, it also is important to consider the extent to which the accommodations andmodifications facilitate a continued general class placement.

INTERPRETING ASSESSMENT DATA FOR INSTRUCTIONAL PLANNING

Here are examples of how to interpret assessment data for instructional planning.

Results of Assessment: Your "Assessment of the Learning Environment" indicates that you typically provide a limited amount of structure.

Your informal assessment and/or existing information gathered about the student indicates that your target student, like many students with disabilities, requires highly-structured activities with a high degree of explicitness to succeed at learning tasks.

There is a mismatch between the learning environment and the student's needs. What should you include in your instructional plan?

Results of Assessment: As a teacher, you frequently lecture. Your informal assessment and/or existing information about the student includes results from a learning style inventory which indicates that the student is a visual learner and does not learn effectively from auditory input.

There is a mismatch between your teaching style and the student's learning style. What should you include in your instructional plan?

Results of Assessment: You require independent work each day. Your informal assessment and/or existing information about the student indicates that the student has problems with planning and lacks time management skills.

There is a mismatch between this requirement of your learning environment and the student's executive processing capabilities. What should you include in your instructional plan?

STEPS IN INSTRUCTIONAL PLANNING

Individualized instructional accommodations and teaching modifications can be planned using information about the learner's unique pattern of strengths and weaknesses, along with a knowledge of specific academic performance abilities.Step 1: Identify the Content for the Plan

What subject matter will be the focus of the instructional accommodations and modifications? If you are teaching Algebra I in the eighth grade simply indicate "Algebra I."

2. Statement of the Learner's Current Functioning Level in Area(s) Assessed.

This section should include a description of the student?s level of competence in skills that are necessary for success in your classroom.

3. Statement of Learner Strengths.

Once you have identified a student's current level of functioning, you will be able to spot areas in which the learner is functioning at or above grade level. These should be identified as strengths on the "Instructional Plan."

4. Statement of the Learner's Unique Needs

The purpose of special education is to address the unique needs of the learner that have emerged as a result of the student's disability. A statement of academic and cognitive area needs will guide the accommodations, and modifications that you plan for the student.

Here are examples of statements identifying unique needs.

5. Statement of Instructional Objectives

The purpose of using instructional accommodations and modifications with students with disabilities is to provide the special instruction needed to keep the student performing at grade level. The objectives you select should reflect the objectives and content you will be addressing for your entire class during the period of time addressed by the plan.

The objective also should reflect the primary objectives from the Standard Curriculum for the grade or subject you teach.Here are examples of objectives from a Standard Curriculum of Study.

6. Statement of Accommodations and/or Modifications

Accommodations refer to adjustments made in the learning situation which facilitate the highest possible level of academic achievement and positive personal and social skills.Modifications refer to changes in the way you teach.

Modifications for individual students are more difficult to plan and implement within a large classroom without additional resources and assistance from a special education specialist.

It is important to select accommodations and modifications that:
a) address the subject matter and identified learning objectives for the student;
b) meet the student's unique needs listed in the plan;
c) are realistic and can be effectively implemented within your classroom considering

the characteristics of your classroom; and,
d) are realistic and not in conflict with your teaching preferences and style.

Further, it is important that you provide BOTH accommodations and modifications. Many teachers use accommodations, but continue to teach information in the same way they have always taught; as a result, students do not learn as well as they could in the classroom and may not be receiving an appropriate education.

At this point it will be VERY HELPFUL if you scroll down to review the example of an INSTRUCTIONAL PLAN that already has been completed for a student.

Monitoring Progress

Virtually all students identified as having specific learning disabilities should be receiving instruction in the standard curriculum. With the instruction designed to meet his or her unique needs, he or she should be able to keep on grade level or even above grade level. Using the standard curriculum objectives which are being used to guide your instructional plans, select or design tests and quizzes made up of items that are correlated with the objectives.

To assist teachers with frequent testing and reporting the results without using a lot of their scarce time in the process, many schools are using computer implemented INSTRUCTIONAL MANAGEMENT SYSTEMS (IMS). Banks of test items correlated to objectives are provided for selection of items. Most IMS systems provide an array of progress reports, both individual and group reports, that can be used to report progress to parents as well as to plan instruction.

IEP OBJECTIVES

In addition to monitoring progress through the standard curriculum, if the student has an IEP you need to monitor the unique objectives written into the IEP. Frequently, there is overlap between the objectives for the standard curriculum and the objectives on the IEP.

Sometimes, however, the IEP will focus on personal skills that enable the student to attain the curriculum objectives such as responsibility,
communication skills, social skills, and task closure. Progress in both the IEP objectives and the standard curriculum objectives should be monitored.

USING PROBES

A One-minute Probe is a quick and easy way to check the progress a student is making in mastering a very specific skill. Probes can be used at any grade level, behavior or content and should, literally, take only one minute. The results provide you with a documented record of a student's performance on a specific skill or behavior across time.

Probes can be administered daily, twice a week or once a week, depending on available time. The important thing is to assess the learner's skills frequently and consistently to monitor progress.

Click on the movie link at the top of this lecture for an example of how the results of a one-minute probe are recorded using the CPM: One-minute Probe Form.

Procedures for Using Probes

Step 1: Select the behavior or skill to monitor.

Step 2: Determine the average number of correct or appropriate responses the student makes in a specific amount of time.

Step 3: Record or chart the progress of the student.

Here are some types of records kept from conducting a series of probes to assess progress.

- Words spelled correctly in one minute
- Percentage of history facts recalled in a short quiz
- Fraction problems answered correctly in a five minute quiz

Scroll down below for examples of different approaches to classroom assessment (Observation and CPM).

Accommodations and Modifications
Clip 1 (2221493 Bytes)

UNDERSTANDING ACCOMMODATIONS AND MODIFICATIONS

Instructional accommodations refer to adjustments made in the classroom which facilitate the highest possible level of academic achievement and the development of personal and social skills. Modifications refer to changes in what, or how, you teach.

The general education class teacher needs to be involved in the development of accommodations and modifications; s/he knows the curriculum and the expected outcomes of the curriculum.

It is vitally important, therefore, that you understand, and support, the provision of accommodations and modifications as a legitimate way to help all learners having difficulties learning reach educational goals.

Some teachers resist the idea of providing accommodations and making modifications. Here are some frequently-heard arguments and responses to those arguments.

To hear a short audio clip regarding one of these arguments, click the Clip 1 link at the beginning of this Accommodations/Modifications lecture.

To hear the remaining audio clips on this topic, scroll down to the Audio Clips sections following this lecture.

Each time a clip is played, click the Back button on your browser to return to the lecture.

It is important that you provide BOTH accommodations and modifications. Many teachers select and implement accommodations, but continue to teach information in the same way they have always taught; as a result, students do not learn as well as they could in the classroom and may not be receiving an appropriate education. There are no definitive "rules" for designing modifications. As long as the student's unique needs are being addressed and the student is progressing appropriately, the modification is a good one. You are limited only by your creativity and your imagination.

Your major goal is to improve the academic performance of the individual students. The effective use of many of the activities suggested in this resource program will depend on whether or not you have control of a variety of important variables in your classroom including time, physical space, and materials. All of these factors can play a major role in the extent to which accommodations and modifications can be effective.

LIMITATIONS OF USING ACCOMMODATIONS AND MODIFICATIONS IN THE GENERAL EDUCATION CLASSROOM

In an ideal world,you would have fewer students, a variety of instructional materials, ample planning time, training and skills in implementing specialized instruction, and a specialist to assist you. Unfortunately, that ideal classroom is hard to find in today's schools. Nevertheless, the closer you can come to using these PRINCIPLES OF RESPONSIBLE INCLUSION, the more success you will have in meeting the unique needs of students with disabilities in your classroom.

Principles of Responsible Inclusion

Descriptions of GENERAL accommodations and modifications for students can be found on the next few pages. Specific accommodations and modifications addressing each of the seven specific cognitive functioning areas (i.e. Attention, Auditory Processing) can be found in units 12-18.

GENERAL ACCOMMODATIONS

Change Aspects of the Physical Environment

Changes in the physical environment include preferential seating in the classroom to accommodate needs related to vision, hearing, behavioral or attention problems.

Change the Expected Student Response

Provide alternative ways of accomplishing a learning task and/or demonstrating task mastery by permitting variations in student response. You might, for example, accept a tape-recorded project report (rather than a written report) from a student who has identified problems in the area of written language.

Provide Extended Time

Some learners, because of the specific types of cognitive abilities, need more time on task than others. You can accommodate these learners by providing extended time for completing tasks, assignments, projects, as well as extended time for taking tests.

Make Assistive Technology Available

The Individuals with Disabilities Education Act (IDEA) defines an Assistive Technology Device as, "... any item, piece of equipment, or product, whether acquired commercially, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities."

Assistive technology can be thought of as technology-based tools and strategies which match a person's needs, abilities, and tasks for the purpose of enhancing the learner's capacities and removing barriers to performance.

GENERAL MODIFICATIONS

Provide Individual Tutoring

One of the most powerful instructional techniques for students with special instructional needs is individualized tutoring. This modification may call for additional personnel, such as a teaching aide, and quiet and separate space in the classroom.

Change your Mode or Method of Presentation

If you typically present information orally, you can present the information visually or use a "hands-on" approach for a learner with auditory processing problems.

If you typically use visually-oriented instruction (i.e., reading, filmstrips, video, or audiotapes), you will need to include more auditory or "hands-on" instruction for students with visual processing problems.

Change your Teaching Procedures

If you typically teach a task by presenting the major steps involved in accomplishing the task, you can change the way you teach to a specific student by analyzing and breaking the task down into smaller components (a task analysis) and teaching one small step at a time.

If you routinely teach through direct, large group instruction, you can provide opportunities for small-group work and one-on-one interactions with peers.

Additional changes you might make in your teaching procedures include: a) providing additional presentations of a skill;
b) providing additional time for guided practice; d) strengthening the incentives for achievement of learning goals and objectives; e) slowing down the pace of instruction; f) increasing the explicitness of your directions and instructional presentations; and g) varying the language level you use to present content.

Reduce Content

When accommodations and modifications fail to provide enough support to help the learner succeed with the regular curriculum, it might be necessary to reduce the content which the student is expected to master.

If the need for a modified standard course of study is indicated, work with members of the student's IEP committee and the special educator to determine the best way to meet the learners needs. Reducing the content does not necessarily mean that you are reducing expectations or changing the objective. You may, instead, be using a more direct route to achieving the objective.

Specific accommodations and modifications to be used in regular classrooms can be found at the following web site listed by specific disability areas.

Specific Accommodations and Modifications

Audio Clip 2
Clip 2 (1251990 Bytes)

Audio Clip 3

Clip 3 (1119909 Bytes)

Audio Clip 4
Clip 4 (1217371 Bytes)

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Course Documents

Current Location: Instructional Techniques

[Top] : [Unit 4: Instruction] : Instructional Techniques

Teaching Math: Effective Approaches
Link to articles on teaching mathmatics at LD Online.

Review these articles and try out some of the recommended teaching techniques with your students who are having difficulties with mathematics.

Teaching Reading: Research-Supported Approaches
What does research and effective practices tell us about teaching reading to students with disabilities? For starters read the following article by Joseph Torgesen of Florida State.
Click Here

Teaching Writing: Effective Instructional Approaches
Teaching Writing: What Research Tells Us

As is the case with all academic skills, students with learning disabilities have a wide range of writing abilities. In addition, they may respond differently to different approaches to teaching writing. This means that you will not find one specific approach to teaching writing that will work well for all students. However, there are some general instructional guidelines to follow that can be culled from the research and classroom practices.

Use Small Group Instruction

Regardless whether you are a resource room teacher and students are coming to your room, or you are working as a collaborative teacher in a regular classroom small group instruction (no more than four students if you goal is to be successful).

2. Provide Explicit Instruction

Writing is a process and each step of the process should be explicitly taught. Break down the writing process into its sequential parts, provide direct instruction including modeling, giving examples, and lots of practice by the students. There are several different versions of the writing process but they all contain a similar set of tasks:

Planning or Prewriting: Who, where, when and what is the story or composition going to be about. Does more information need to be gathered before writing?

Composing/writing: The process of writing the first draft

Revising: Reviewing and adding new content, deleting, changing around, substituting new words, and so forth.

Editing: Carefully reviewing for clarity, word usage and the mechanics (spelling, punctuation, capitalization, handwriting.

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According to Zaragoza and Vaughn (1992) many students with learning disabilities have more difficulty than other students with the revising mechanics of handwriting, spelling, and punctuation. This means that you not only need to provide specific and explicit instruction, you also should model and provide examples of the skills you expect the students to develop.

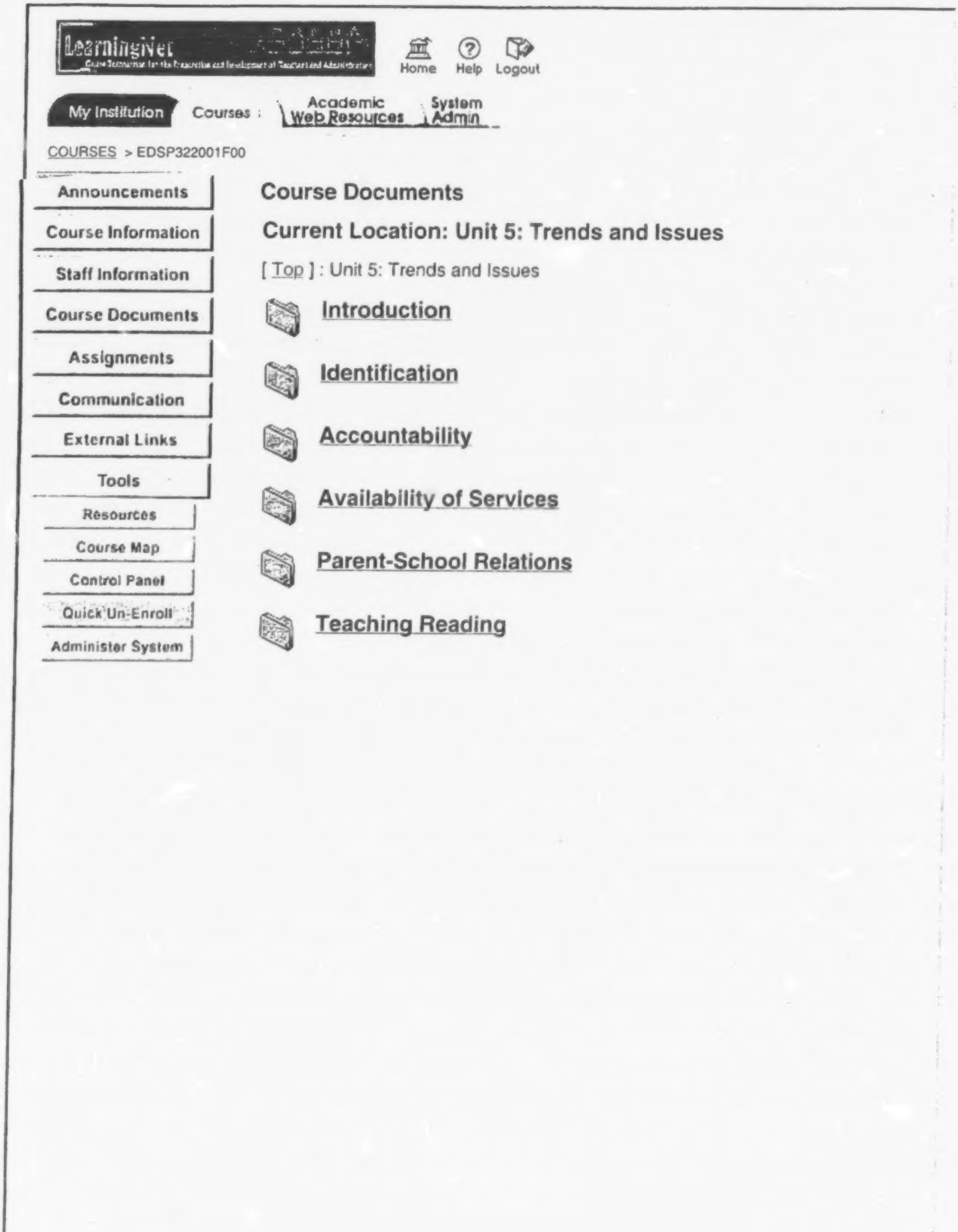
Candice Bos and Sharon Vaughn have just published a new addition of their text that has some excellent and very specific instructional methods for teaching writing to students with learning disabilities.

Bos, C.S. & Vaughn, S. (1998)Strategies for Teaching Students with Learning and Behavior Problems (4th Ed.)Allyn & Bacon.

You can get this book through Amazon Books, or the Learning Disabilities Association of North Carolina

Link to the LD Online Web Page and review the articles on teaching writing for students with learning disabilities.

Link to additional research proven instructional techniques.



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Course Documents

Current Location: Unit 5: Trends and Issues

[Top] : Unit 5: Trends and Issues

- Introduction
- Identification
- Accountability
- Availability of Services
- Parent-School Relations
- Teaching Reading

Course Documents

Current Location: Introduction

[Top] : [Unit 5: Trends and Issues] : Introduction

Assignments

Unit 5 Study Assignments

1. Read Chapter 1 in Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities.

Study the Unit 5 lecture web pages. Be sure to read the linked (the highlighted references to other resources that you will find on the web pages) articles and resources. Within these pages you will find, along with the lectures, the following special readings:

-Special Education Faulted --Raleigh News and Observer

-Special Education in Restructured Schools

-NC PTS: Report on the Responsible, Responsive Inclusion

-NC PTS: Review of High School Programs and Graduation Requirements

Unit 5 Objectives

Unit 5 Objectives

5.1 Identify and discuss three trends and/or issues in the delivery of services for students with learning disabilities which will have an important impact on educational programs for students with learning disabilities.

5.2 Describe the current status of the relationship between parents and schools and the issues involved.

Setting the Stage

Unit 5 addresses the current major issues surrounding the public school education of students with learning disabilities. How and when these issues are resolved will have a profound impact on the quality, as measured by the progress of students, of instructional programs for students with learning disabilities.

This unit covers the following topics:

1. Identification and Labeling. The identification of students with disabilities is a continuous important issue. The points of view range from (1) a very narrowly defined process of identification that employs quantitative and explicit numeric formulas to (2) a qualitative process that places as much emphasis on a clinical and diagnostic approach to identification that involves a variety of classroom-based measures of cognitive functioning together with a review of the developmental history of the

student.

2. Availability of Services. The Achilles heel of delivering effective instructional services for students with learning disabilities is not that we do not know how to provide effective services. It is the unwillingness of policy makers to provide the resources necessary to provide effective services. This is an extremely volatile issue among advocates, school leaders, and policy makers.

3. Inclusion. Many advocates of the effective programs for students with learning disabilities believe that the "Inclusion" movement is driven by cultural philosophy and economics more that by what is known about effective instruction. This issue has been very divisive among professional educators, civil rights advocates, and parents of students with learning disabilities.

Accountability Issues. Will the North Carolina ABC Accountability program have a beneficial or negative impact on the effectiveness of services for students with learning disabilities? To what extent should students with LD be held to the accountability standards? What testing modifications should be allowed? These are questions that reflect the issues surrounding the accountability program for learning disabilities services.

4. Parent - School Relations. All of the issues outlined above have an impact on the relationships between parents and schools. This relationship has continued to grow more and more adversarial.

FINAL ON-CAMPUS SESSIONS

Check with the course facilitator at your campus for the time and place for your final Wrap-Up Session.

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Course Documents

Current Location: Identification

[Top] : [Unit 5: Trends and Issues] : Identification

Identification and Labeling

The identification of students with disabilities is a continuous important issue. The points of view range from (1) a very narrowly defined process of identification that employs quantitative and explicit numeric formulas to (2) a qualitative process that places as much emphasis on a clinical and diagnostic approach to identification that involves a variety of classroom-based measures of cognitive functioning together with a review of the developmental history of the student.

TWO PRIMARY ISSUES.

Qualitative vs. Quantitative Identification

The primary approach to identifying individuals with learning disabilities is to employ individual, standardized tests to compare a student's level of academic performance to her/his potential--as measured by an individual intelligence test. This approach is often referred to as the ABILITY-ACHIEVEMENT DISCREPANCY. Most states require a 15 point discrepancy between the two before a diagnosis of learning disabilities can be made. For many professionals this by-the-numbers approach to identification has many problems. First, the use of an intelligence test to measure ability or potential presents many problems. There are many different types of intelligences, and some experts question the usefulness in using an intelligence test to measure potential.

Here is a link to a comprehensive discussion of the current practices in assessing a student for the identification of a learning disability.

Current Assessment Practices

Second: intelligence, as measured by IQ tests, overlaps with academic performance as measured by achievement tests and they are not independent from one another. Perhaps the most compelling argument against the use of the Ability-Achievement Discrepancy approach for identifying students with learning disability has emerged from the recent research on students with reading disabilities. These research results have found that it is difficult to distinguish between poor readers who are identified as LD using the discrepancy approach (IQ-Reading Performance), from poor readers that do not have a the qualifying discrepancy (Age-Reading Performance). However, when measures of phonemic awareness are used, these two groups are quite different on a variety of neuropsychological and information-processing tasks. (See Hallahan, Kauffman, and Lloyd, pages 42-43).

Use of Labels

Should labels, which have the potential to have a negative impact on the self-concept, social interactions, and self confidence, be used at all? One of the biggest dilemmas we have in the field of learning disabilities is balancing the potential benefits of labeling with the potential negative consequences. Most teachers who have had experience with students with learning disabilities, particularly at the later elementary, middle school, and high school levels, can tell you that the students do not want to be singled out for special placement or instruction. Being like your age peers is an extremely powerful factor impacting on the student's feeling of well-being and self-confidence. On the other hand, in the world of public school reality-- where the resources ($$$$) are not available to provide every student with the amount, intensity, and type of instruction needed, there must be some process to determine which students require additional resources to achieve at their ability level. History has demonstrated that local and state policies respond more to the political process of determining where and how limited resources will be used. Without a National public law that requires that the needs of students with disabilities be met WITHOUT regard to costs, the services needed would not be provided.

The label "learning disability" should only be used to assure that the appropriate level, type, and intensity of instruction be provided for the student. Many schools do an excellent job of keeping the label invisible. The extent to which a student recognizes his or her strengths and weaknesses and uses that information in a positive manner will vary from student to student. Students with a learning disability should develop a positive and beneficial understanding of their learning disabilities. Howver, how this is accomplished may vary from student to student.

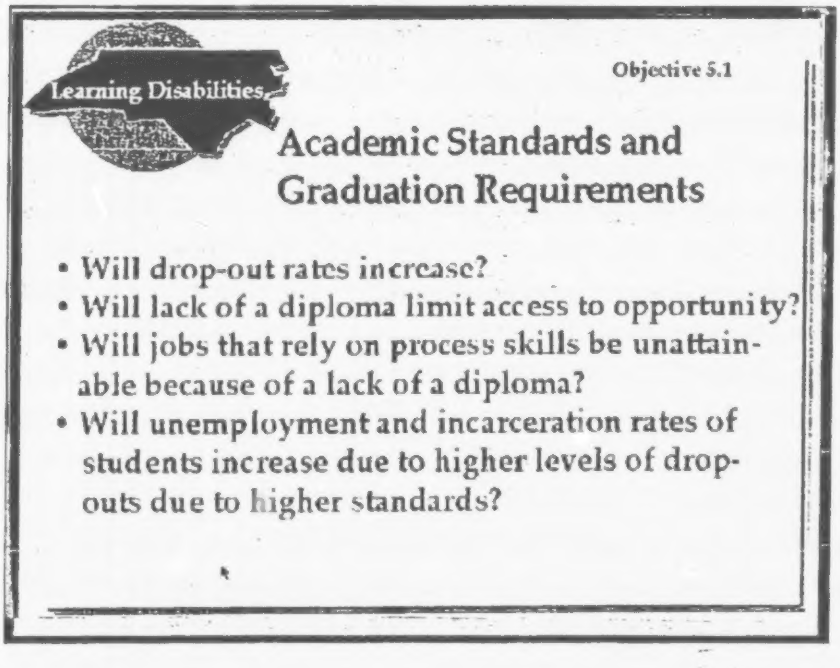
Course Documents

Current Location: Accountability

[Top] : [Unit 5: Trends and Issues] : Accountability

Accountability

Will the North Carolina ABC Accountability program have a beneficial or negative impact on the effectiveness of services for students with learning disabilities? To what extent should students with LD be held to the accountability standards? What testing modifications should be allowed? These are questions that reflect the issues surrounding the accountability program for learning disabilities services.


Learning Disabilities

Objective 5.1

Academic Standards and Graduation Requirements

- Will drop-out rates increase?
- Will lack of a diploma limit access to opportunity?
- Will jobs that rely on process skills be unattainable because of a lack of a diploma?
- Will unemployment and incarceration rates of students increase due to higher levels of drop-outs due to higher standards?

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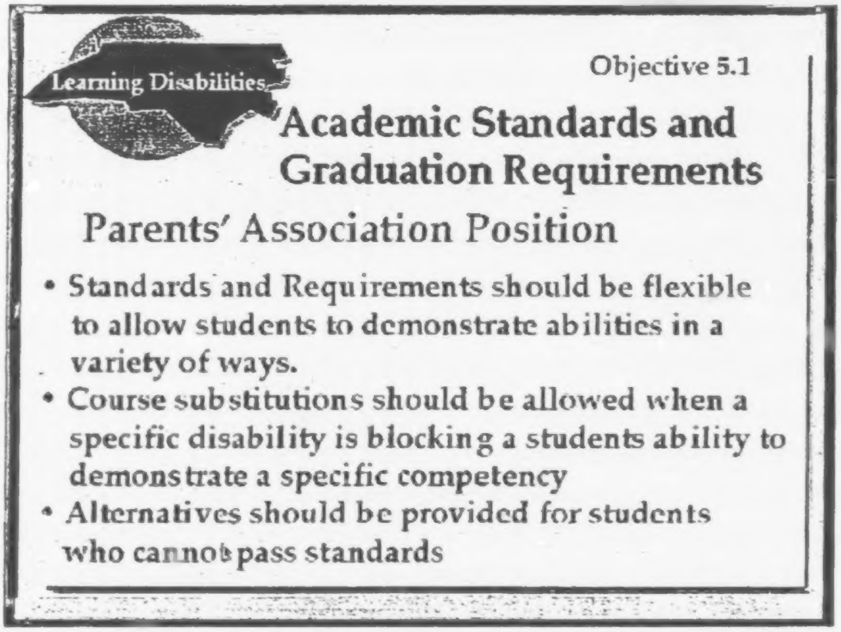

Learning Disabilities

Objective 5.1

Academic Standards and Graduation Requirements

Parents' Association Position

- Standards and Requirements should be flexible to allow students to demonstrate abilities in a variety of ways.
- Course substitutions should be allowed when a specific disability is blocking a students ability to demonstrate a specific competency
- Alternatives should be provided for students who cannot pass standards

Here are two excellent resources for updating your knowledge on the application of performance standards to the education of students with learning disabilities. The first link takes you to a special report entitled School Reform: Opportunities for Excellence and Equity for Individuals with Learning Disabilities- A Special Report.

Click Here

The second link takes you to a comprehensive review of the status of the inclusion of students with disabilities in school accountability programs across the U.S.

Click Here

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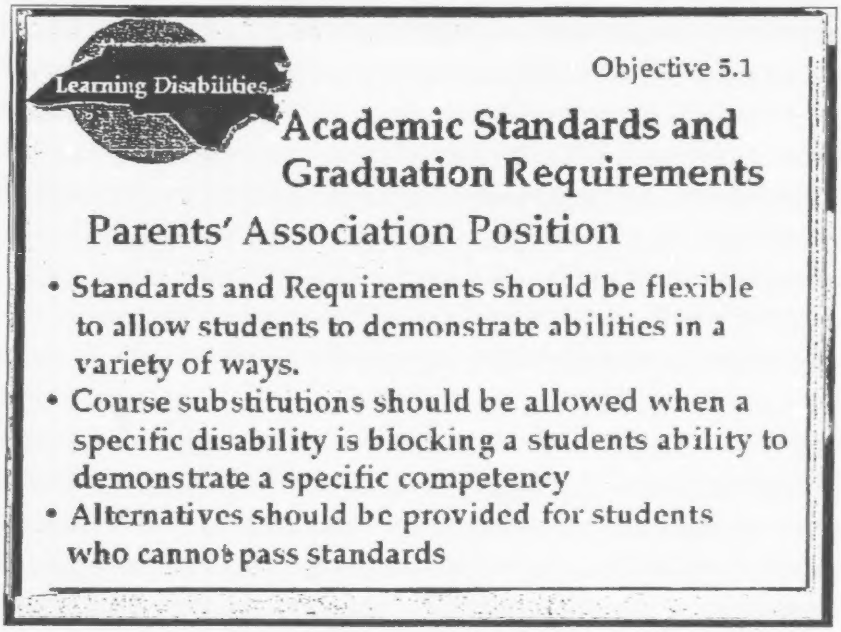

Learning Disabilities

Objective 5.1

Academic Standards and Graduation Requirements

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Course Documents

Current Location: Availability of Services

[Top] : [Unit 5: Trends and Issues] : Availability of Services

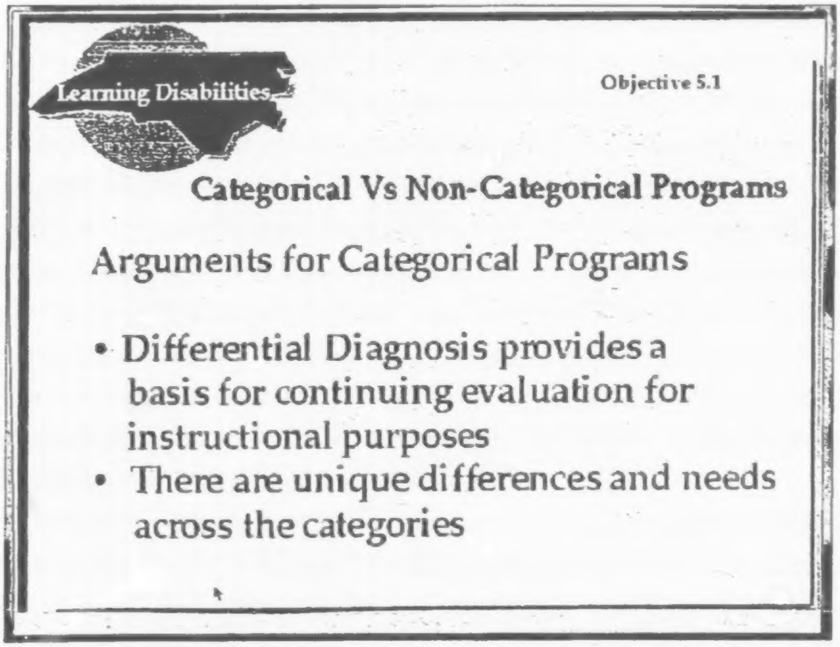
Availability of Services

The Achilles heel of delivering effective instructional services for students with learning disabilities is not that we do not know how to provide effective services. It is the inability or unwillingness of policy makers to provide the resources necessary to provide effective services. This is an extremely volatile issue among advocates, school leaders, and policy makers.

SOME ISSUES SURROUNGING APPROPRIATE SERVICES

IDEA establishes a legal standard for services that is rarely met in the schools, primarily, although not always, due to the lack of appropriate resources. As a result, parents, and special educators become increasingly frustrated with a promise that can not be kept--provision of appropriate instructional services for students with learning disabilities. Here some of the issues that result.

- Lack of Intense Individualized Instruction
- Large Inclusion Classes
- Large Groupings of Identified Students in Inclusion Classes
- Untrained, Non-Certified Teachers Used as Specialists



Learning Disabilities

Objective 5.1

Categorical Vs Non-Categorical Programs

Arguments for Categorical Programs

- Differential Diagnosis provides a basis for continuing evaluation for instructional purposes
- There are unique differences and needs across the categories

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The link below takes you an article that responds to some of the frustration parents and advocates develop as they continue to purşue the appropriate special services for their child.

Pursuing Appropriate Services

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Course Documents

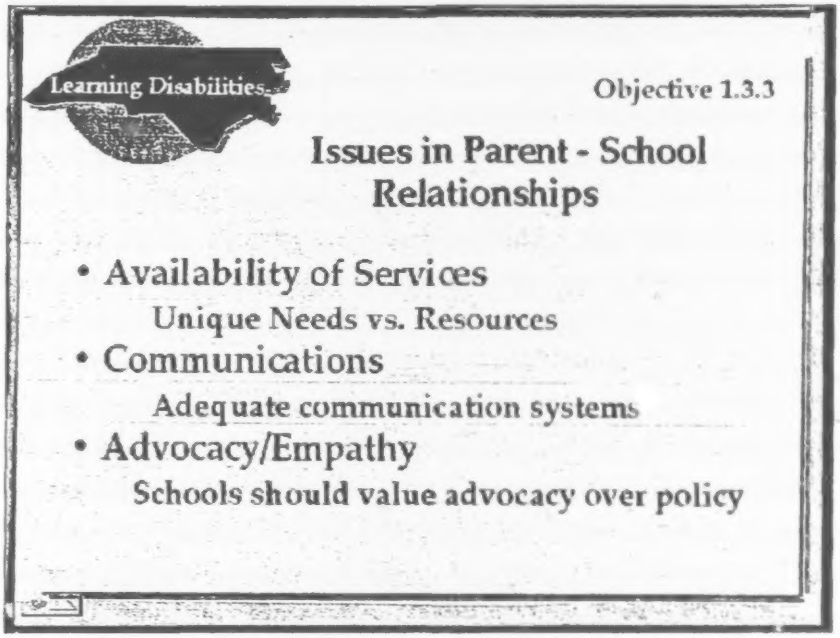
Current Location: Parent-School Relations

[Top] : [Unit 5: Trends and Issues] : Parent-School Relations

Parent-School Relationships

All of the issues discussed in this section of the web lecture on Trends and Issues have an impact on the relationships between parents and schools. This relationship has continued to grow more and more adversarial.

The slide below lists three of the primary issues to be addressed as we improve relationships with parents and advocates of students with learning disabilities.



Learning Disabilities

Objective 1.3.3

Issues in Parent - School Relationships

- Availability of Services
  Unique Needs vs. Resources
- Communications
  Adequate communication systems
- Advocacy/Empathy
  Schools should value advocacy over policy

A web course devoted to working with parents and families is periodically offered by NC Rise. Ask your instructor about the availability and applicability of this course to your program.

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Current Location: Teaching Reading

[Top] : [Unit 5: Trends and Issues] : Teaching Reading

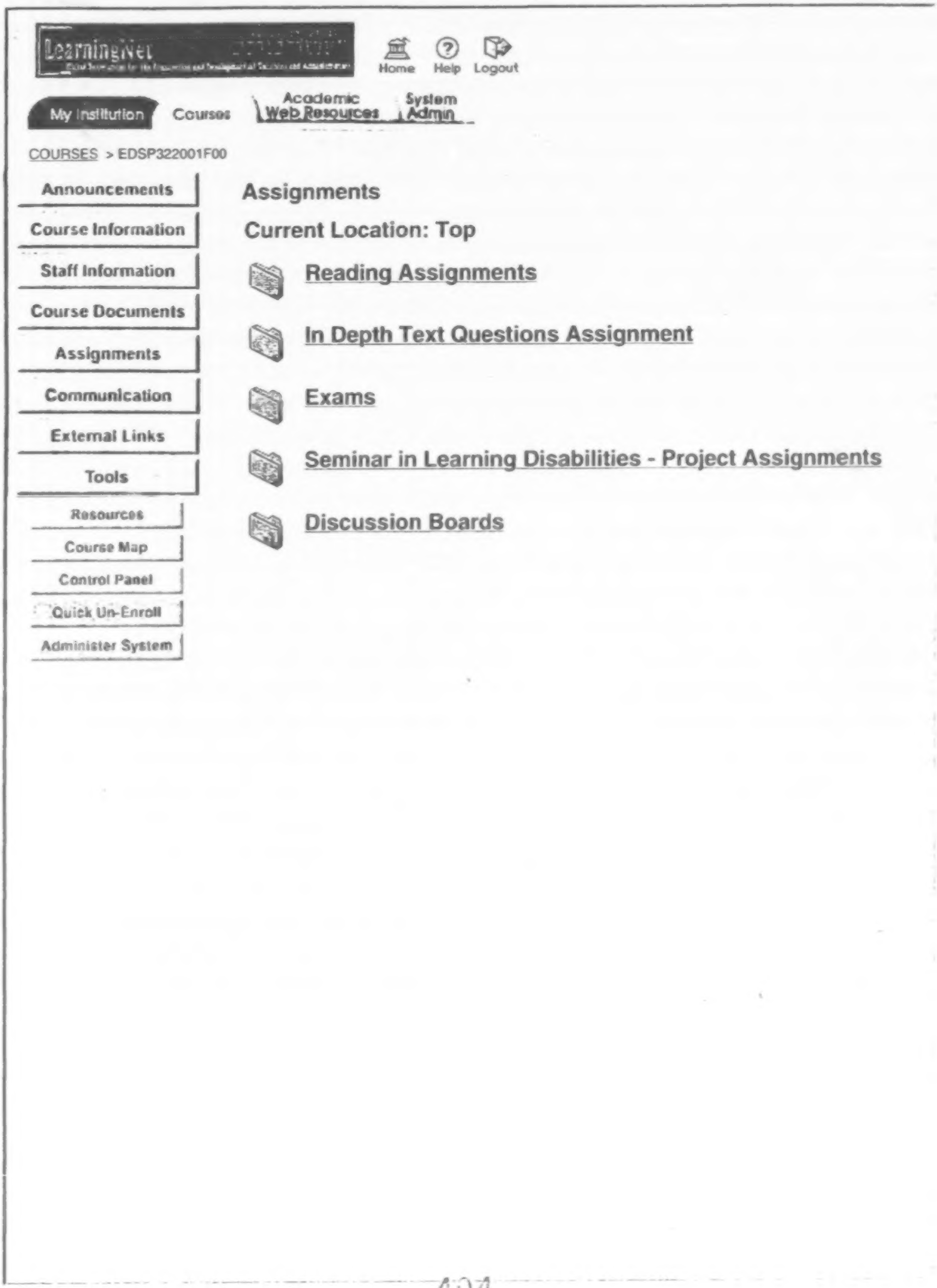
Teaching Reading

Play the video clip above and then respond to the following questions; submit your responses to your instructor.

1. Could you do this same type of assessment?

2. What does the assessment activity tell you about the student's reading ability?

3. How will you use this information to plan for instruction in reading for the student?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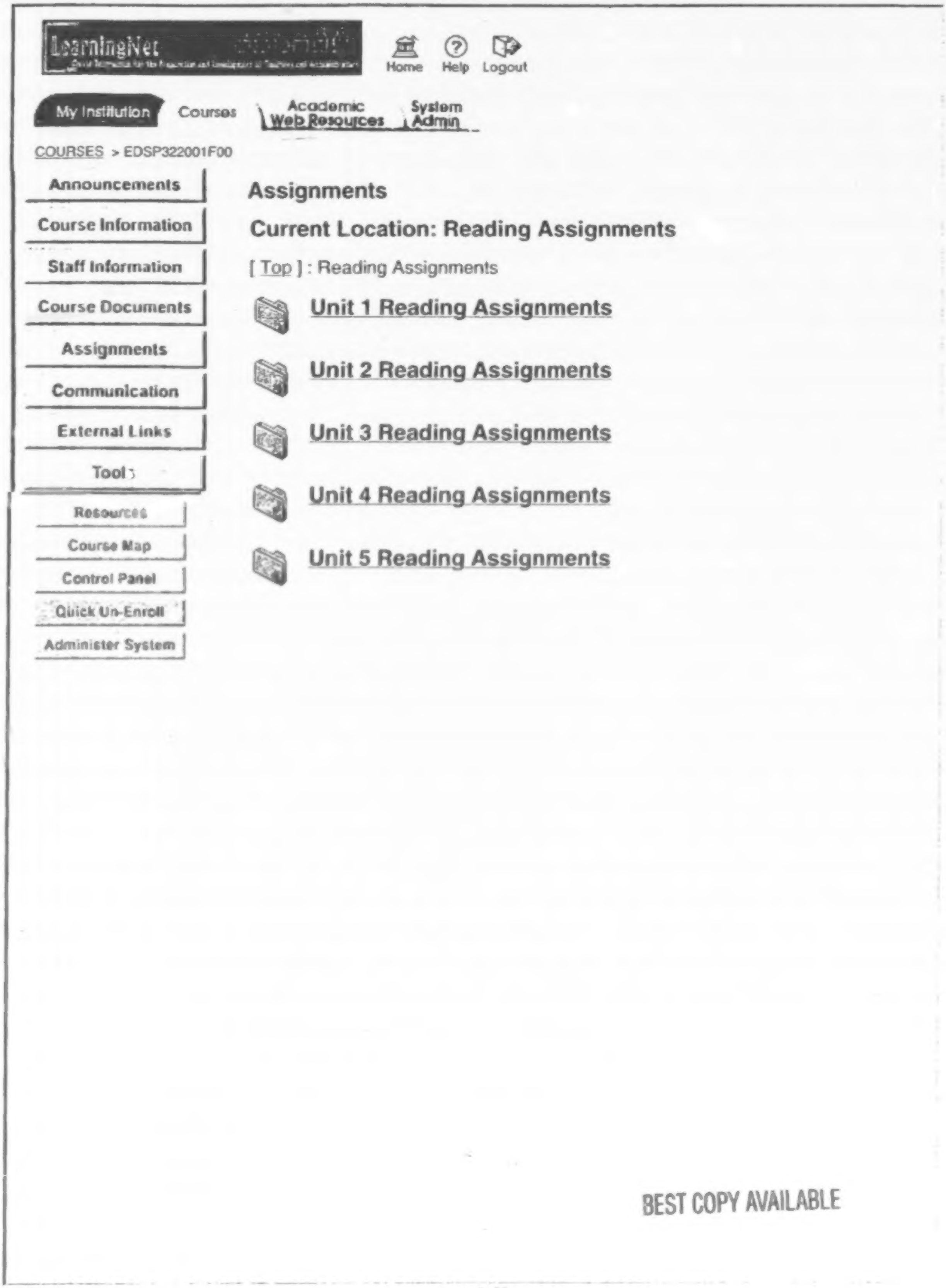
Assignments

Current Location: Top

- Reading Assignments
- In Depth Text Questions Assignment
- Exams
- Seminar in Learning Disabilities - Project Assignments
- Discussion Boards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Assignments

Current Location: Reading Assignments

[Top] : Reading Assignments

- Unit 1 Reading Assignments
- Unit 2 Reading Assignments
- Unit 3 Reading Assignments
- Unit 4 Reading Assignments
- Unit 5 Reading Assignments

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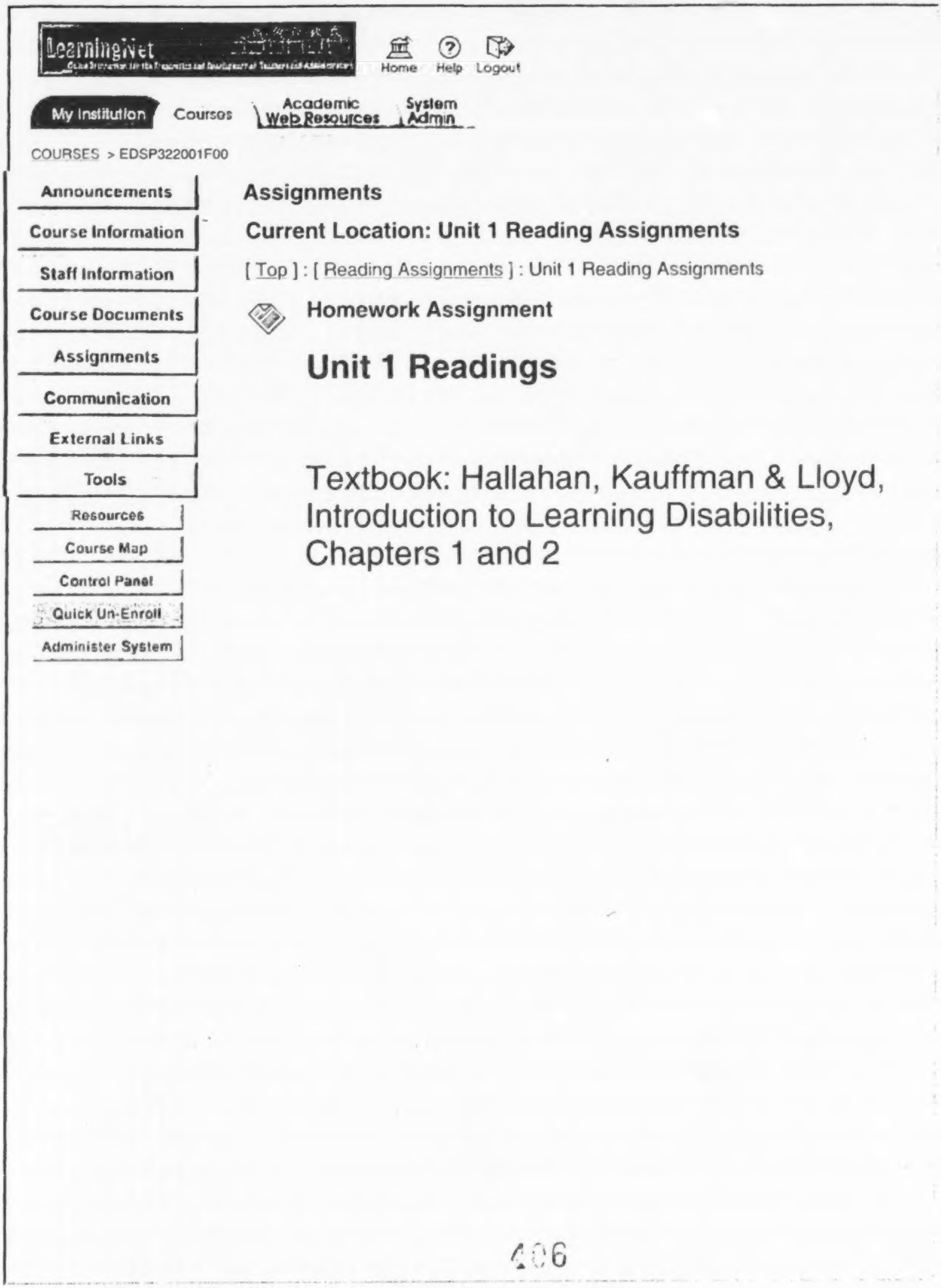
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Assignments

Current Location: Unit 1 Reading Assignments

[Top] : [Reading Assignments] : Unit 1 Reading Assignments

Homework Assignment

Unit 1 Readings

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapters 1 and 2

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Assignments

Current Location: Unit 2 Reading Assignments

[Top] : [Reading Assignments] : Unit 2 Reading Assignments

Homework Assignment

Unit 2 Reading Assignments

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapters 1, 4, 9 and 10

Special Readings: Understanding Specific Learning Disabilities

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Assignments

Current Location: Unit 3 Reading Assignments

[Top] : [Reading Assignments] : Unit 3 Reading Assignments

Homework Assignment

Unit 3 - School Services

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapters 3, 4, 5, 7 and 8

Special Readings: (Will be available online)

- Program Outcomes for Students with SLD

- SLD Program Components

- Roles and Responsibilities of LD and Regular Teachers

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Assignments

Current Location: Unit 4 Reading Assignments

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Homework Assignment

Unit 4 - Instructional Procedures

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapters 11, 12, 13, and 14

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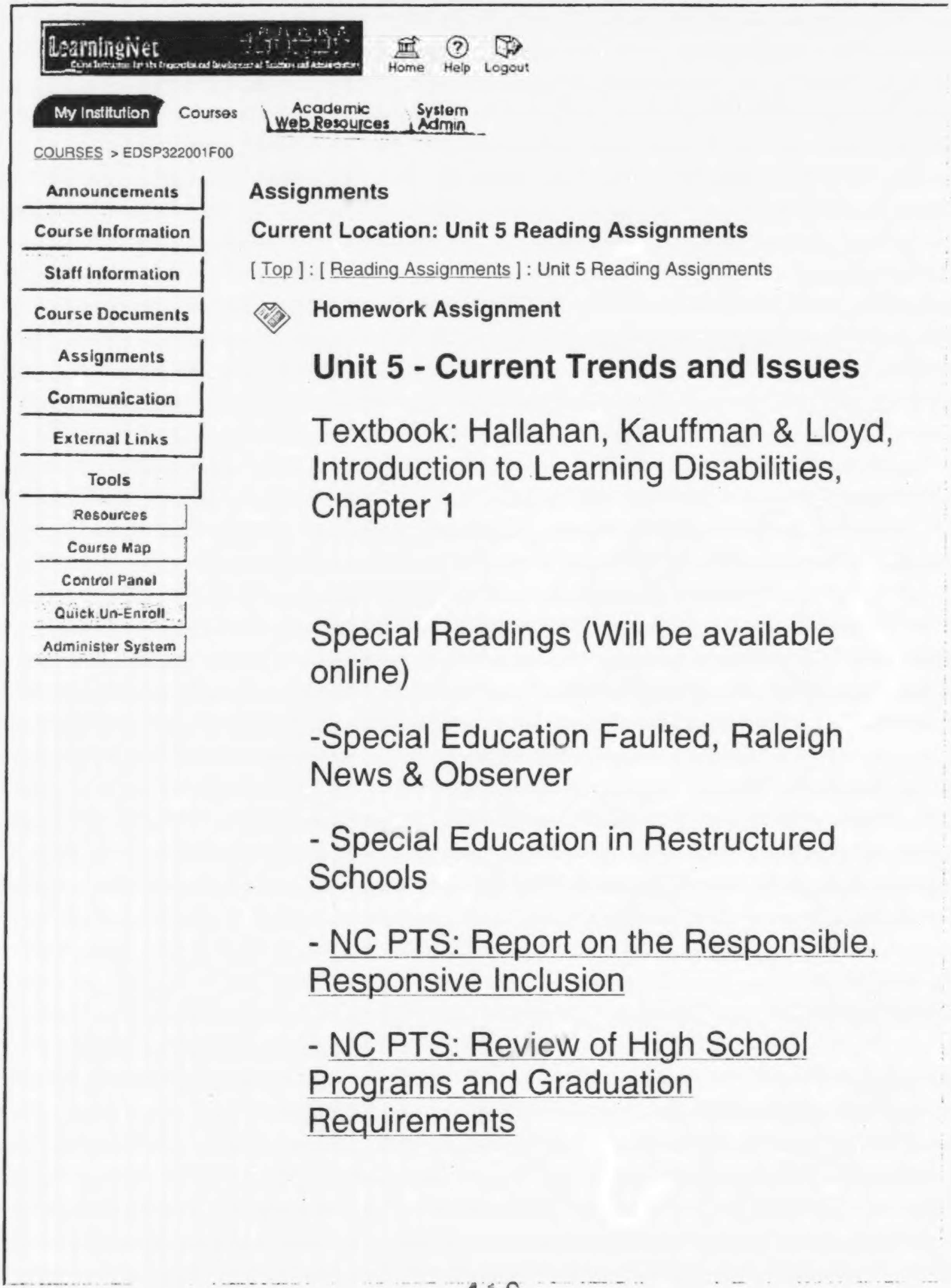
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Assignments

Current Location: Unit 5 Reading Assignments

[Top] : [Reading Assignments] : Unit 5 Reading Assignments

Homework Assignment

Unit 5 - Current Trends and Issues

Textbook: Hallahan, Kauffman & Lloyd, Introduction to Learning Disabilities, Chapter 1

Special Readings (Will be available online)

-Special Education Faulted, Raleigh News & Observer

- Special Education in Restructured Schools

- NC PTS: Report on the Responsible, Responsive Inclusion

- NC PTS: Review of High School Programs and Graduation Requirements

Assignments

Current Location: In Depth Text Questions Assignment

[Top] : In Depth Text Questions Assignment

In Depth Questions Assignment

Check campus calendar for assignment due date and method of submission.

Completion of the In Depth Text Questions Assignment is required of all students to assist them in reviewing the Hallahan, Kauffman, and Lloyd text. There are a series of 5 In Depth Questions for each chapter of the text (5 questions X 14 chapters = 70 questions). Students should answer all questions in their own words, referring to the information given in the text or required in the questions. Responses to the questions should be submitted according to the schedule and method of submission given in the course information for each campus site. The questions are given below:

Chapter 1 In Depth Questions

1. Compare and contrast any two of the major definitions of learning disabilities reviewed in the chapter. Why do you think definitions differ so broadly and are so vague?
2. Explain and discuss any two of the four problems inherent in the ability-achievement discrepancy concept related to defining LD.
3. The text authors state (p. 20), "the fact that social and cultural expectations and purposes have helped shape the definition of learning disabilities has led some to see learning disabilities as a socially constructed myth." What does this statement mean and how can a teacher of students with LD respond to such an argument?
4. Explain and give examples of the characteristics of inter v intraindividual differences in students with LD.
5. What profiles of students (gender, ethnicity, etc.) are most likely to be affected by specific learning disabilities?

Chapter 2 In Depth Questions

6. The text (p. 51) mentions 'the mounting evidence that persons with learning disabilities may have neurological abnormalities..." What kind of evidence is provided by the text for this approach?
7. What is a nonverbal learning disability (nld)? Review at least two web sites related to this construct and explain what it is and how it manifests itself in the school environment. (see www.nldonline.com, www.nldontheweb.org, and www.ldonline.org or articles related to nld).
8.-10. Discuss (in your own words) what we know about the possible contributions of the following factors to neurological dysfunction and sld: heredity, teratogenic, medical, environmental.

Chapter 3 In Depth Questions

11. Distinguish among these three historical approaches to the remediation of learning disabilities: medical, diagnostic-remedial, behavioral
12. Explain the applied components of the behavioral theory to the remediation of LD today: applied behavioral analysis, task analysis, direct instruction
13. Explain cognitive theory and its related components: information processing, metacognition, cognitive-behavior modification, and mnemonic instruction
14. What is the major emphasis of the constructivist theory? What is meant by the terms authentic tasks and experiences and socially mediated learning?
15. Briefly explain (in your own words) each of the following educational practices found to have substantial benefit in the remediation of learning disabilities: formative evaluation, direct instruction, bwehavior midification, reading comprehension instruction, academic behavior modification, menmonic strategy instruction.

Chapter 4 In Depth Questions

16. Review, in your own words, the five major purposes of assessment.
17. Of these five overall purposes, which are the most critical and why?

18. Distinguish between the two general approaches to assessment: trait assessment/classification theory and direct measurement/instruction theory and give the major concerns with each.
19. Summarize briefly, in your own words, the legal and ethical considerations of assessment.
20. Distinguish among these three types of assessment and give the relevance of each to the assessment of students with learning disabilities: curriculum-based assessment, behavioral assessment, interactive assessment, authentic assessment.

Chapter 5 In Depth Questions

21. Briefly summarize, in list style, the major requirements of IDEA and its related federal regulations concerning placement and service delivery options for students with disabilities.
22. Distinguish between "good general education" and "special education."
23. What roles do the service delivery models of collaborative consultation and co-teaching have in the teaching of students with learning disabilities. (What are the differences? Are these two models mutually exclusive? What are some of the concerns of each?)
24. What are the advantages of a continuum of services model v full inclusion?
25. What is the current status of research related to the use of the inclusion model?

Chapter 6 In Depth Questions

26. Define/explain reciprocal effects as they relate to the interaction between students with LD and their parents.
27. Distinguish between the following two approaches to working with families of students with LD: family-centered models, social systems approaches.
28.-29.Summarize ways in which family characteristics and practices influence the levels of success reached by their students with LD.
30. What advice would you give to a parent of a very young student who was at risk for learning disabilities?

Chapter 7 In Depth Questions

31. Distinguish among and give examples of the following three types of prevention procedures: primary, secondary, tertiary.

32. How can intervention specialists distinguish between students who are experiencing LD and those who are experiencing effects of cultural differences?
33. What are the differences between the generic approach to early identification of children with learning disabilities and the specific approach? What advantages might the second approach provide?
34. Define each of the following briefly, in your own words, as each relates to early intervention of children with LD: inclusive education, developmentally appropriate practices, alternative assessment, education for transition, family-based education.
35. Locate, give the Internet address for, and briefly describe three websites which might be useful for teachers working with culturally diverse parents of young children.

Chapter 8 In Depth Questions

36. Your text states that "evidence leads us to the conclusion that learning disabilities usually persist into adulthood" (p. 208). What evidence is available?
37. What IDEA (1997 reauthorization) IEP requirements relate to transition planning?
38. Of what importance are social skills and self-advocacy training to the successful transition of students with LD into adult life?
39-40. Summarize the advice you would give to the following questions which might be posed related to successful transition of students with LD to adult life? a. What will help students with LD succeed in college?
b. What will help students with LD succeed in the work world?

Chapter 9 In Depth Questions

41. What are the differences between internalizing and externalizing behaviors?
42. Summarize, in your own words, the social, emotional, and behavioral problems which may coexist with LD.
43. With which causes of social-emotional problems must teachers be most concerned?
44. What is a behavioral intervention plan, and how does it relate to students with LD? Define these terms, in your own words: interim alternative educational setting, manifestation determination.
45. List the principles for establishing a proactive behavior management plan to avoid or reduce behavioral problems in the educational setting.

Chapter 10 In Depth Questions

46. Give at least two practical examples which might be seen in the classroom setting and which exemplify each of the following types of problems (demonstrating that you know the definitions of each): cognitive problems, metacognitive problems, attention problems, motivation problems.
47.-48.Define, in your own words, and give an example of each of the following types of cognitive training techniques used with students with LD: self-instruction, self-monitoring, mnemonic strategy training, metamemory training, metacomprehension training, scaffolded instruction.
49. Give two examples of attribution training activities that might be used with students with LD.
50. Of what specific usefulness can the following techniques be to addressing problems with attention: stimulus reduction and structure, cognitive training?

Chapter 11 In Depth Questions

51. Distinguish between receptive and expressive language. Distinguish among the following aspects of language: phonology, syntax, morphology, semantics, pragmatics.
52. Cite the common language problems experienced by students with LD in each of the seven language areas referred to in # 51 above.
53. Describe the task-analytic intervention approach to remediating language difficulties.
54. What is phonological awareness, and why is it considered important to teach it to students with LD today?
55. What is statement repetition, and why is this skill considered to be so fundamental to language learning?

Chapter 12 In Depth Questions

56. Define each of the following reading competencies, in your own words: fluency, word knowledge, flexible strategy use, motivation, continued reading.
57.-58.The text states that "reading deficits are the most common academic deficits among students considered to have learning disabilities" (p. 329). What are the common characteristics of students with reading problems?
59. What does research indicate about the usefulness of code-emphasis reading approaches over meaning-emphasis approaches for students with LD?
60. Briefly describe each of the following useful techniques for assisting students with LD who have reading problems: fluency enhancement, previewing text, content training, reciprocal teaching, comprehension strategies, procedural facilitation, strategy training, gist comprehension training.

Chapter 13 In Depth Questions

61, Briefly review the handwriting problems often experienced by students with LD in the areas of: letter formation, fluency.
62. Of what, if any, usefulness is the teaching of computer skills to students with LD?
63. What spelling errors characterize the spelling of students with learning disabilities?
64. In your own words, describe the composition problems which often characterize students with LD.
65. Briefly explain each of the following teaching techniques useful for assisting students with composition problems: sentence combining, reinforcement, story grammar, cognitive-behavioral techniques.

Chapter 14 In Depth Questions

66. What are the cognitive characteristics often experienced by students with LD which may adversely affect mathematics performance?
67. What are the common mathematics problems exhibited by students with LD?
68. What is error analysis as related to mathematics difficulties, and what place does it play in the assessment of math performance problems?
69. What is the role of technology in the intervention of math problems for students with LD?
70. Give three specific examples each of how modeling and strategy instruction can be useful for intervening into math difficulties with students with LD.

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Assignments

Current Location: Exams

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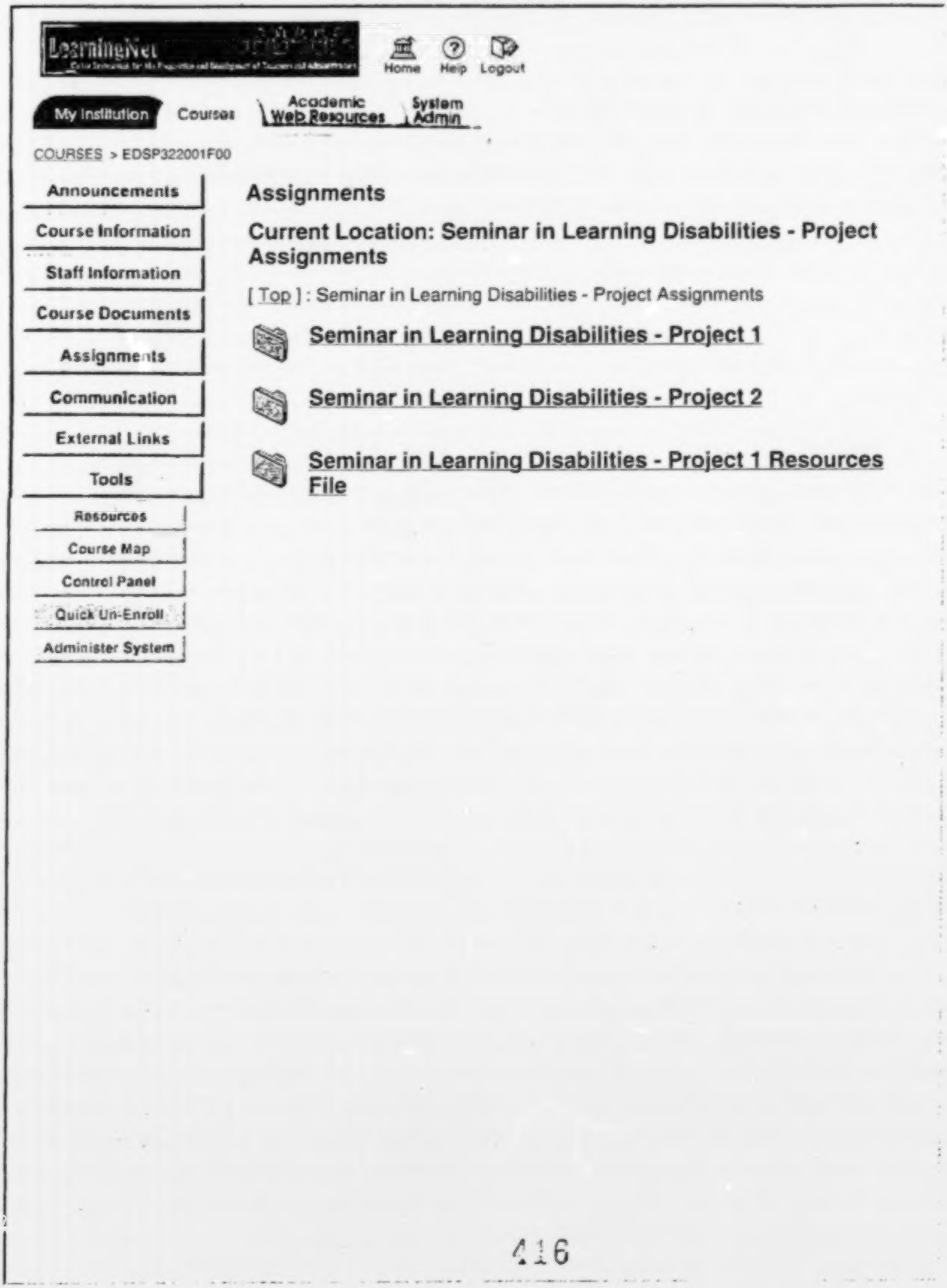
Midterm Exam
Check campus calendar for due date and method of submission for Midterm Exam.

The Midterm Exam will cover Units 1 and 2. It will be open-book, open-printed resources in nature and will contain both objective and essay questions worth a total of 30 points. It will cover lectures, readings and text chapters 1,2, 4, 9, & 10.
It will be available in the Course Documents section as of February 11. You should complete the exam by the due date specified in your campus calendar and submit it in the manner specified by your campus instructor in the campus calendar and guidelines portion of the Course Information section.

Final Exam
Check campus calendar for due date and method of submission for Final Exam.

The Final Exam will cover Units 3-5. It will be open-book, open-printed resources in nature and will contain both objective and essay questions worth a total of 30 points. It will cover lectures, readings and text chapters 1,3,4,5,7,8,11-14.
It will be available in the Course Documents section as of April 8. You should complete the exam by the due date specified in your campus calendar and submit it in the manner specified by your campus instructor in the campus calendar and guidelines portion of the Course Information section.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Assignments

Current Location: Seminar in Learning Disabilities - Project Assignments

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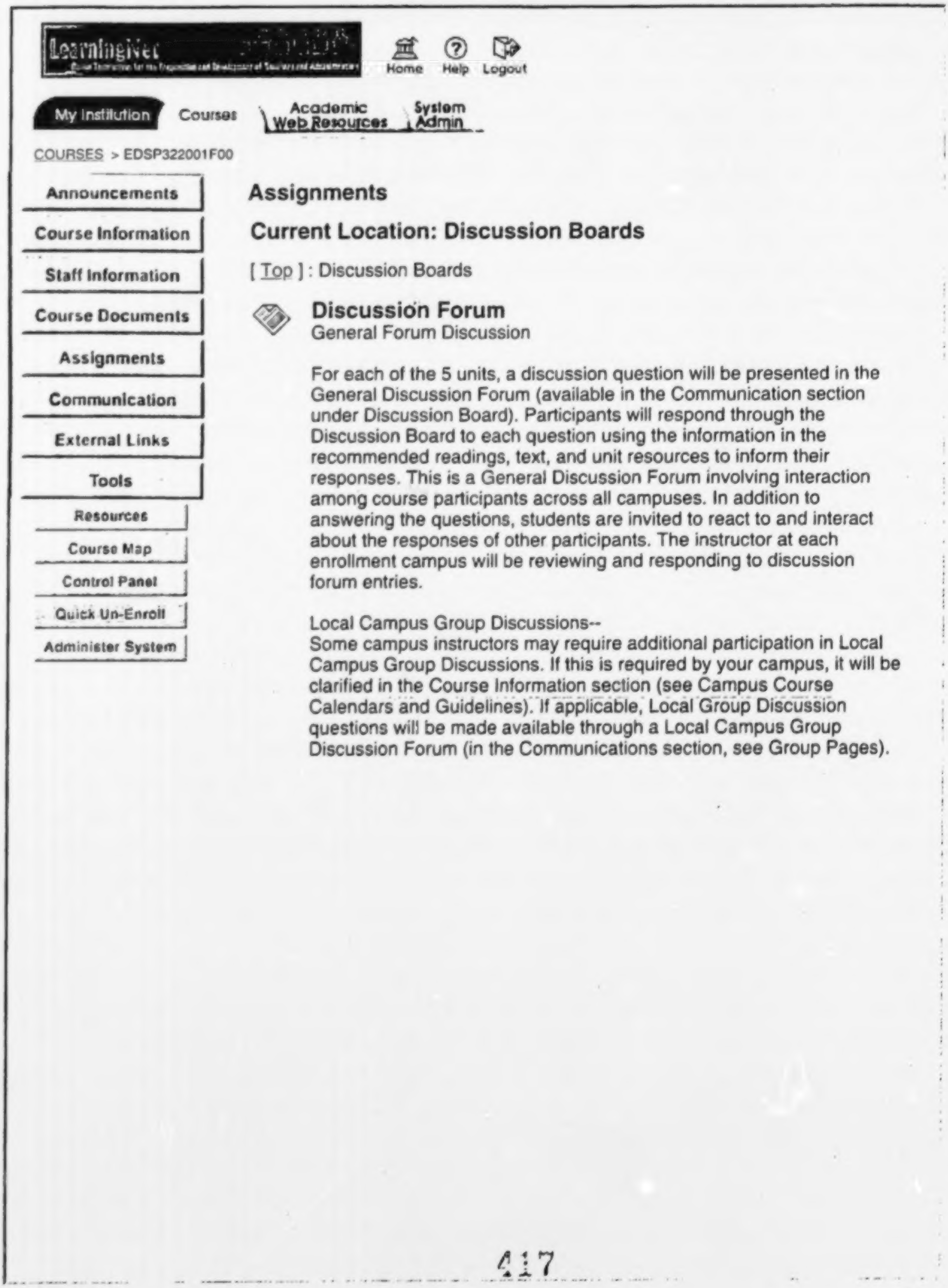
Seminar in Learning Disabilities - Project 1

Seminar in Learning Disabilities - Project 2

Seminar in Learning Disabilities - Project 1 Resources File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[Top] : Discussion Boards

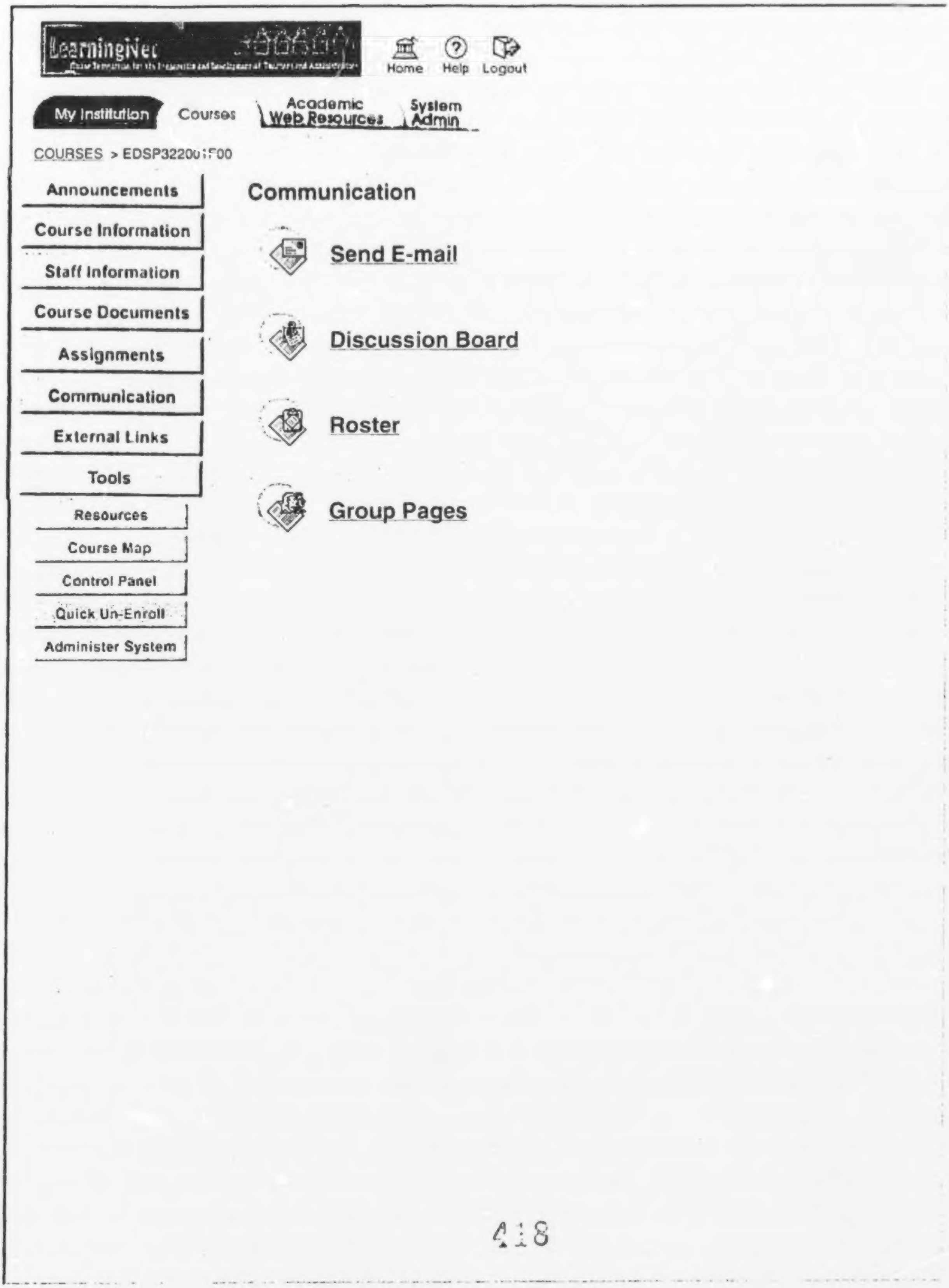
Assignments

Current Location: Discussion Boards

Discussion Forum
General Forum Discussion

For each of the 5 units, a discussion question will be presented in the General Discussion Forum (available in the Communication section under Discussion Board). Participants will respond through the Discussion Board to each question using the information in the recommended readings, text, and unit resources to inform their responses. This is a General Discussion Forum involving interaction among course participants across all campuses. In addition to answering the questions, students are invited to react to and interact about the responses of other participants. The instructor at each enrollment campus will be reviewing and responding to discussion forum entries.

Local Campus Group Discussions--
Some campus instructors may require additional participation in Local Campus Group Discussions. If this is required by your campus, it will be clarified in the Course Information section (see Campus Course Calendars and Guidelines). If applicable, Local Group Discussion questions will be made available through a Local Campus Group Discussion Forum (in the Communications section, see Group Pages).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1 Unit 1 Question on the Foundations of LD

Modify Remove

What do you think were the most influential factors in the development of a definition for learning disabilities and why?

[64 Messages]
[All New]
[1 Archive]
[1 Hidden archive]

2 Unit 2 Question on Characteristics and Cognitive Abilities

Modify Remove

For participants who have worked with students with LD previously, what has been the most difficult characteristic of students with LD to overcome and why? What did you do about it?
For students without LD teaching experience, what do you think might be the most frustrating characteristic and why?

[96 Messages]
[All New]
[1 Hidden archive]

3 Unit 3 Question on School Services

Modify Remove

Have you been involved with inclusion in any form? If so, what. Tell us what inclusive practices you have found worked well and which did not (and why).

[75 Messages]
[All New]
[1 Hidden archive]

4 Unit 4 Question on Instructional Procedures

Modify Remove

For experienced teachers, What "best practices" in teaching basic skills or content areas to students with LD have you found worked well? Share one or two new ideas with us.
For persons without LD teaching experience, what new ideas have you found through your readings, web searches or classroom observations that you want to use in your classrooms?

[59 Messages]
[All New]
[1 Hidden archive]

5 Unit 5 Question on Current Trends and Issues

Modify Remove

What do you think are the top 2 unsolved issues which are most in need of solutions in the education of students with LD today? Share your concerns, why you feel that way, and your possible solutions. Be candid, yet professional.

[51 Messages]
[All New]

OK

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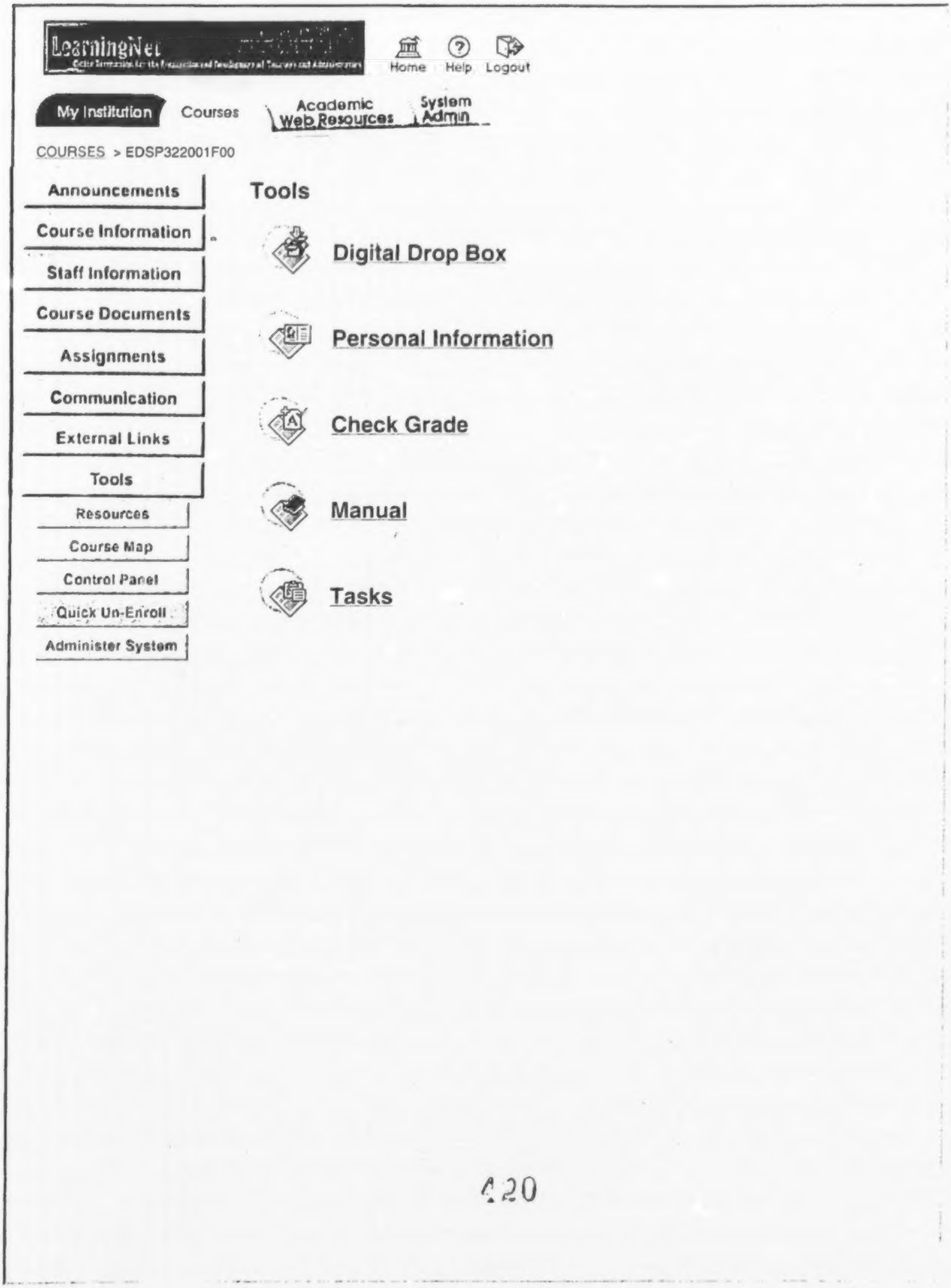
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